

# CAMPING

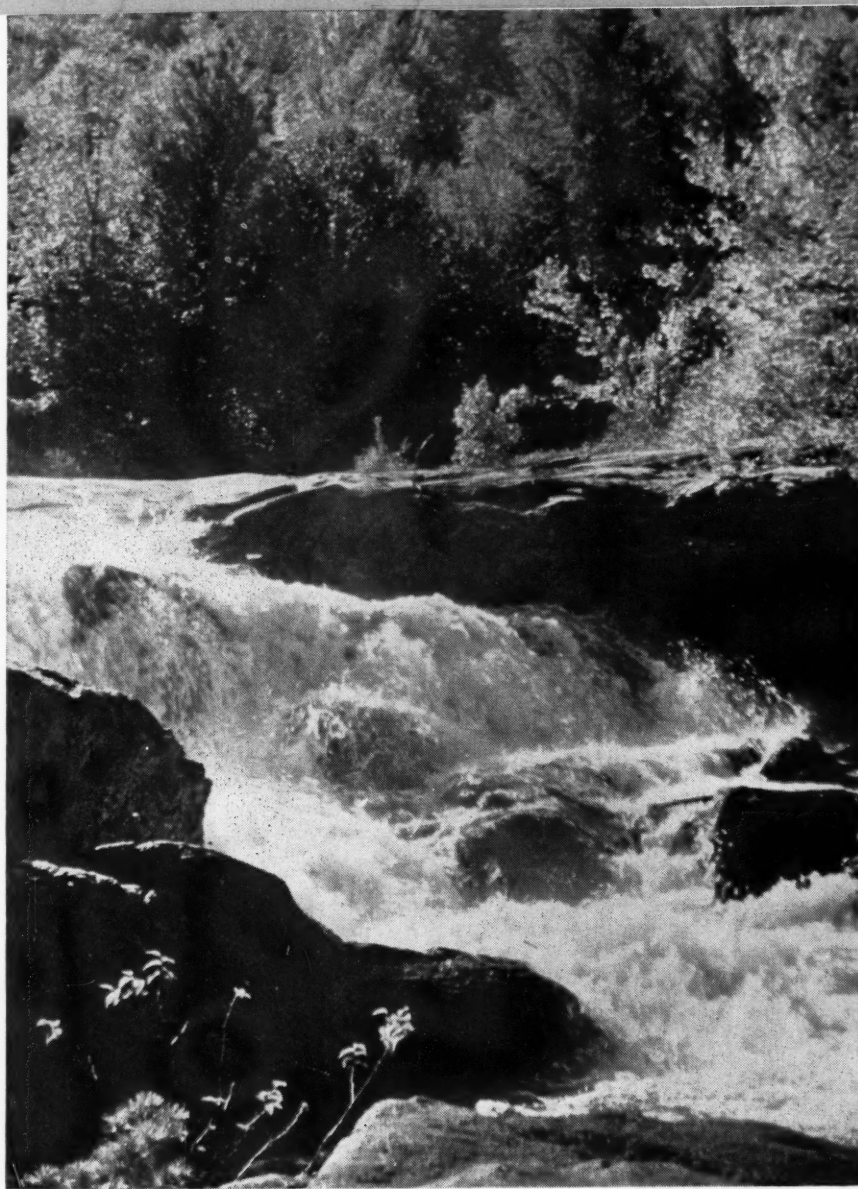
MAGAZINE

MARCH 1953

UNIVERSITY  
OF MICHIGAN

MAR 24 1953

PERIODICAL  
READING ROOM



## *In this issue*

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**Creative camping**

**Two-year CIT plan  
offers advantages**

**Packet foods aid  
camping-out programs**

**To swim well, they  
must breathe well**

**College camp training**

**Nature's treasures . . .**

**Day camping . . . Food**

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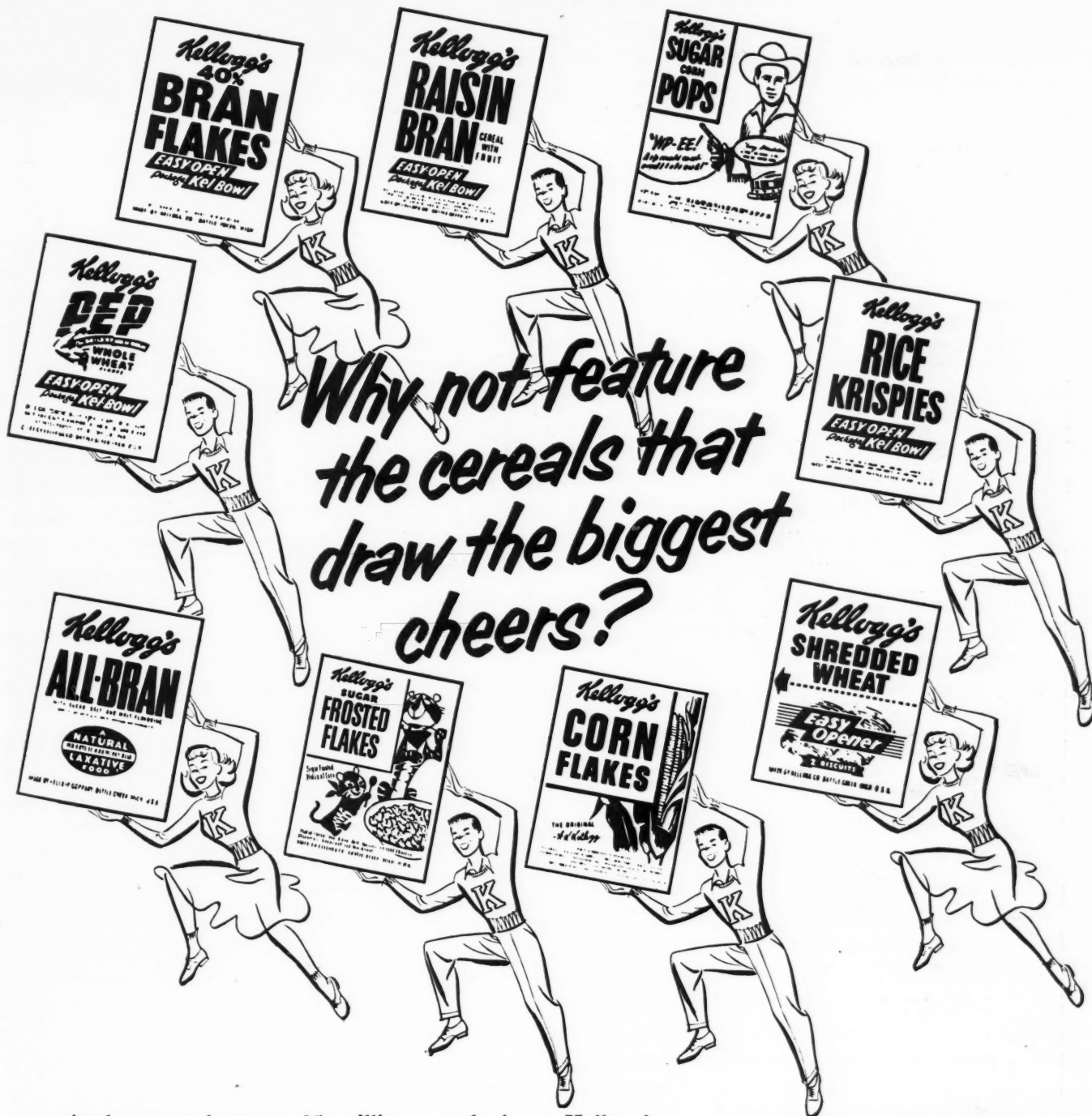
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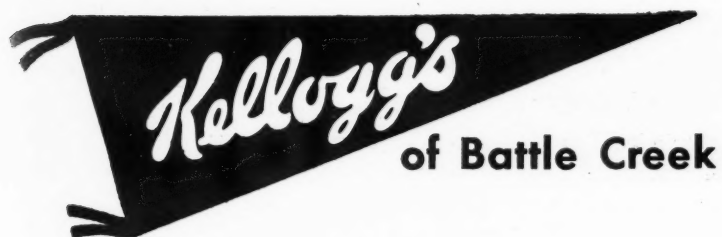
"COAST TO COAST — FIRST IN CAMPERS INSURANCE"

The Camping Magazine, March, 1953. Established 1926. Volume 25, No. 3. Published monthly, except July, August, September and October, and semi-monthly in March by Howard P. Galloway for American Camping Assn., Inc., 343 S. Dearborn St., Chicago 4, Ill. Publication Office: Plainfield, N. J. Subscription prices: Membership in ACA includes Camping Magazine; to non-members, U. S. and Possessions \$3.00 per year; Canada \$3.25; Foreign \$3.50. Single copies; regular issues \$0.50; annual reference issue \$2.00. Entered as second-class matter at the Post Office at Plainfield, N. J.; additional entry at New Brunswick, N. J.





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## LETTERS FROM READERS

### Check-Up Issue

I am interested in securing a copy of the November issue of CAMPING MAGAZINE. I would appreciate it very much if you could send me this. I shall be very happy to send you the cost, if you will inform me what it is.

Roy C. Blair

First Presbyterian Church  
Clarion, Penna.

May I compliment you on the November issue of CAMPING MAGAZINE? It is one of the best.

Oma R. Massey

Wilmette, Ill.

Above are samples of numerous letters received regarding the November Camp Check-Up Issue. The editors would welcome suggestions as to material readers would like included in another annual Check-Up Issue, next November.—Ed.

### O-o-o-ps!

Science can do great things these days, I know. But this time I think they have tackled something a little too big for them. In the February issue, announcement is made of the Region VII convention at Timberline Lodge, Mt. Hood, Wash. In an advertisement farther over, I see they have moved Mt. Hood down into California.

Both of these states are beautiful in their own right, but please, please, don't let anybody take our lovely Mt. Hood away from us. It belongs in the state of Oregon.

At any rate, catching these errors indicates that your publication is being read. All success to you.

Lawrence Halpenny  
Boy Scouts  
Portland, Oregon

Many congratulations on the continued improvement in CAMPING MAGAZINE. Each issue becomes more valuable for more people in the camping field.

In the last issue, however, you have changed the map of the U. S. so that you may have complaints.

Mt. Hood is in Oregon, not in Washington, and this is a touchy point out this way. Also, Region VII, in addition to the states which you mentioned, includes also our 49th state, Hawaii. We have a cordial relationship with them, which we cherish.

We have a lot of good-natured rivalry about many things, but we do take our mountains seriously. Moving them from one state to another is not in style this year.

Thanks for your help, and keep up the good work.

Dick MacMorran  
Chairman, Region VII  
Convention President,  
Oregon ACA Section

Won't somebody please sentence the editor who made this error to a trip to the west coast, to learn at first hand just where all its beauty spots are?

—Ed.

### Music Camp Data

Thank you very much for printing my letter inquiring about music camps. It has brought forth several helpful replies.

Robert Seiler  
Greencastle, Indiana

### Red Feather

We're very grateful for your editorial support and promotion of the United Red Feather Campaigns of America last fall.

H. J. Heinz, Jr.  
Pittsburgh, Pa.

Thank you for your November issue. We are delighted to see the Red Feather support.

Mary K. Dabney  
Community Chests and  
Councils of America

Camping Magazine, March, 1953



Edited and published for  
**American Camping Association**  
 343 S. Dearborn St., Chicago 4  
 by  
**Galloway Publishing Company**



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# CAMPING

Magazine

March 1953

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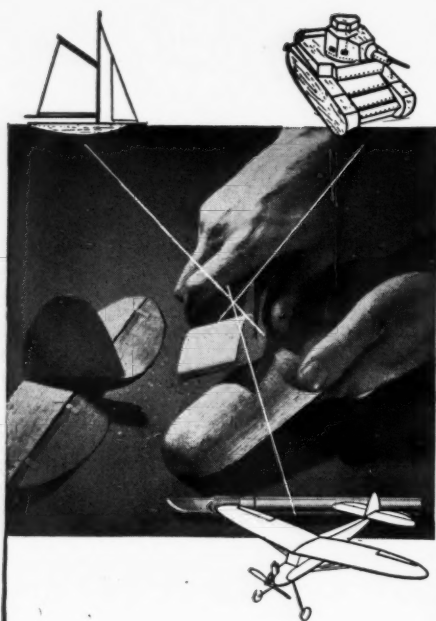
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## Here's How —

**M**OST OF THE 1953 Regionals have now been held. (Two notable exceptions are the west coast meeting this month, and the Wisconsin pow wow set for late April.) From all reports, these meetings set a uniformly high standard of excellence this year.

Three of our CAMPING MAGAZINE staff members attended the Philadelphia meeting. They are Doris Herrmann, Marjorie Hicks and Jack Topping. All brought back glowing reports.

We missed the Boston meeting, for the first time in several years. Unhappily, it came at the same time as the Atlanta Region IV hoedown. Yours truly and Mrs. Galloway both attended that one, meeting with our Southern ACA friends for the first time.

Had to pass up both the Indiana and Oklahoma meetings, too. You just can't be everywhere at once! But apparently 1953 is a wonderful year for the Regionals, bringing the benefits of camping conferences near enough so anyone who wants to can attend at least one.

**W**HILE WORKING on a talk the Atlanta folks asked me to make at their meeting, I came across in a back issue of CAMPING MAGAZINE these paragraphs from a talk Wes Klusmann gave at the 1948 Los Angeles meeting. They seem to me well worth re-reading and studying:

"Many of our camps have become rather highly organized conspiracies against camping. A physical plan, the traditions of the program, leadership, activities of the staff, and the mental attitude of the director—all of these have a bearing, and time and again have conspired against camping.

"When I think of real camping, I think of small groups living together, sharing duties and responsibilities. I would want these experiences to go quite beyond janitor-work and chamber-work around the camp. I would want these young campers to face some of the basic problems of living together, being involved in, concerned about, shelter and food, protection and social living and all of the things that together make up the whole of life.

"Let's remember that all our camps are in the out-of-doors, that the wilderness experience can begin just outside the door of tent or cabin. Take advantage of the rich resources that abound in the open, rather than allowing ordinary activities to crowd them out. We will raise campcraft and woodcraft to their proper level only when we demand the same competence in leadership for those programs that we have demanded for, let's say, the aquatic program."

**T**HAT BRINGS ME to a delightful experience I had last night; one which I think you will want to enjoy, too. We received yesterday a copy of the new Association Press book "Summer Magic," by Kenneth and Susan Webb. I had been alerted by Jim Rietmulder, director of the Press, that here might be something really unusual. Jim wrote, "In our hands is the most beautifully written and constructive book manuscript about what camping does for young people that I have ever read."

Well, I can now report to you that that appraisal is 100% correct. I read the entire book through — had to, couldn't put it down — before going to bed. The reading took a little longer than it might otherwise have, because three times when I unwisely laid the book down for a minute while doing some errand or other, I came back and found the book "occupied" by Mrs. G. Getting it back took a bit of time and diplomacy.

Seriously, I think the book is enlightening, stimulating, challenging, reassuring — all in one volume! Association Press says camp directors will use it in selling parents of prospective campers. That's a good idea, but I think in addition "Summer's Magic" should be required reading for every camp director, no matter how long he has been directing, for every counselor and counselor prospect, and for camp cooks, nurses and handymen. Better beg, borrow, steal — or even buy — your own copy.

*Howard Galloway*

Camping Magazine, March, 1953



# Camp Leadership!



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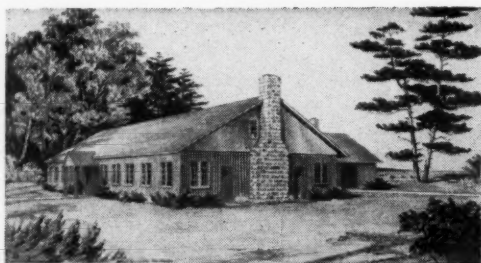
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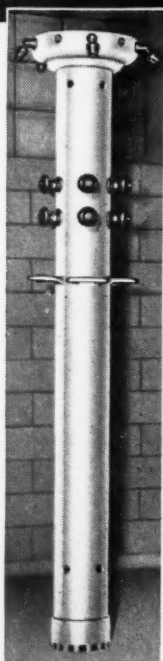
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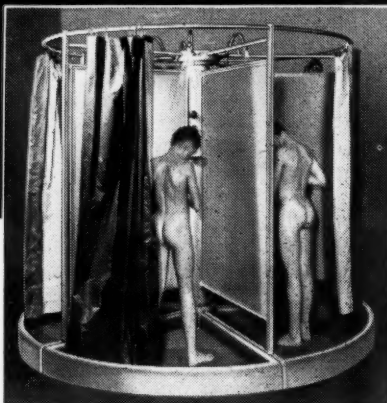
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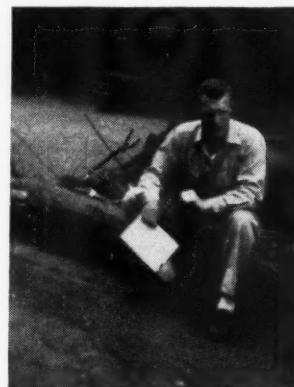


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## OUR AUTHORS



BETTYE BREESER, (above) author of "Finding Nature's Treasures," in this issue, is a member of the ACA Eastern Pennsylvania Section. She serves as day camp director and nature consultant for the Delaware County, Pa., Girl Scouts, conducts counselor training courses, writes for three newspapers, as well as keeping house for her family.



MARTIN H. ROGERS, (above) who describes in this issue how one college developed its camping and counselor training work, is Assistant Professor of Education and Director of Athletics and Camping at the State University of New York Teachers College at Brockport, N. Y. A member of the ACA Central New York Section, he is presently the Section's Leadership Committee chairman.

HARRY D. EDGREN, who wrote this month's article on "Creative Camping," is Professor of Education at George Williams College in Chicago, and director of its recreation curriculum. He has been program director for three midwest camps, conducted

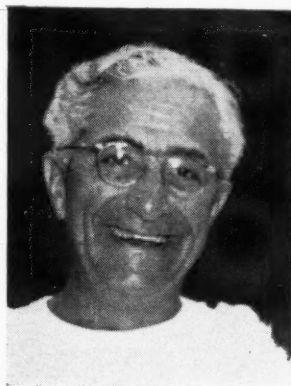
Camping Magazine, March, 1953



## in this issue

camping seminars over a 12 year period, and authored or co-authored several books, including "Camping in a Democracy." The article is based on a talk to the Chicago ACA Section.

**WILLIAM ROTHENBERG** (*below*) is owner and director of Camp Koking, in Vermont. An active member of ACA's New York Section for many years, he gives in the article "The Color Line in Private Camping," some of his thoughts and experiences in pro-



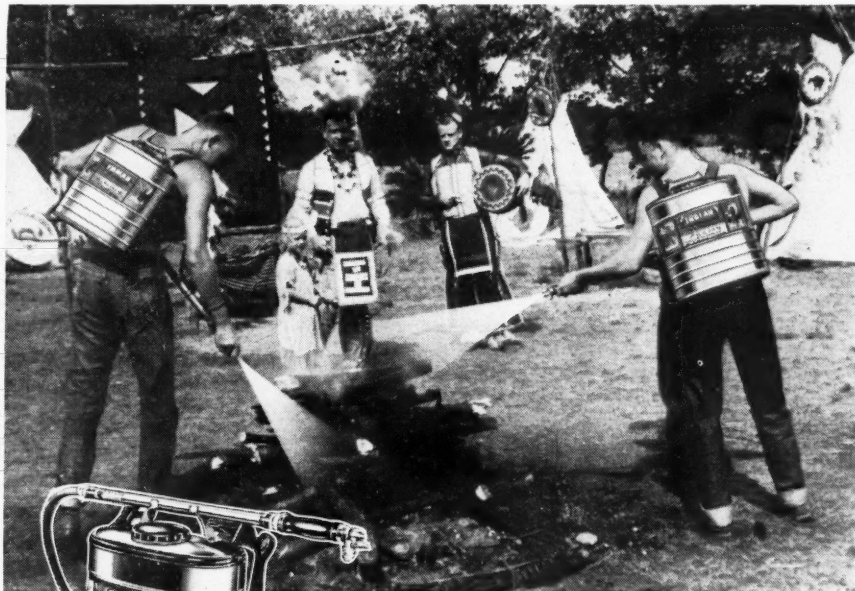
viding the opportunity for children to learn "by living in an intercultural, interracial environment that, before God, all children are created equal."

SEVERAL OTHER AUTHORS have contributed to this issue. Included are: **MARJORIE HOWER**, who is assistant professor at Baldwin Wallace College and leader of the counselor-in-training unit of a west coast Girl Scout camp. **MARJORIE CAMP** is one of the executives of Joy Camps, in Wisconsin, a long-time ACA member and former chairman of its Aquatics Committee. **ALBERT A. HUTLER** directs Camp Jaycee as well as being executive director of the San Diego Federation of Jewish Agencies. He has served both as vice-president and treasurer of the ACA San Diego Section. **JANE H. HUTCHINS** has been a camper, counselor, activities director and waterfront director at various camps. In addition, she has taught crafts at the Buffalo Museum of Science, fingerpainting at the Niagara Falls Adult Education Center, and served as a USO program assistant.

Camping Magazine, March, 1953

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## **HORIZONS FOR 1953**

# **CREATIVE CAMPING**



BY HARRY D. EDGREN

**I**N A FEW MONTHS eager faces and tingling bodies will enter camps throughout our country, full of hope and expectation. These youngsters will be awake and sensitive to new learnings, new friendships, and new experiences. They enter camp and face the world of nature with the eagerness and anticipation of one facing a new world. If their city life had permitted and provided the security that is found in nature, camps would not have been invented.

Today as never before, your camp and mine can help provide the steadying support of contact with the earth—with its constancy of evening and morning, its sureness of lake, its firmness of trees and upholding hills. We need today to help children find a close relationship with the earth. In the words of A. Eustance Haydon, "Everyone should sleep out of doors and feel himself akin to the millions of years that have preceded him."

How can we make the child's fresh connection with the earth significant? Creative recreation is part of the answer. This does not mean that many noncreative activities are not good. We still need to provide opportunities for growth, health, and learning of new skills. However, it does mean that we will be concerned that our kind of program will permit individuals to be different.

It will not put standards of performance on a pedestal, or make rules of practice sacred, never to be changed or modified. It will not cater only to the very able, the aristocracy of ability, and ignore the majority who are afraid to compete with their more excellent comrades. It will, on the contrary, offer a permissiveness that urges freedom of expression rather than demanding conformity; that glorifies in self-expression with its accompanying sense of worth, self ego and self-realization. Are there more worthy goals?

The word creativeness means changing the medium. This may be in clay, in wood, metal, in a story, a group, or the rules of a game. It is the total range, from idea of expression, through the actual creation, and including the emotion that follows this creation. It is usually a complete commitment, an absorption to the exclusion of tension. This kind of approach to recreation is more likely to involve participation in a greater range of experience, from anticipation through realization and recollection.

**Y**OU MAY ASK where in camp is all of this going to happen? Permit me to be specific. Fairly obviously, creative creativity will be expressed through arts, craft shops, and drama groups. Unfortunately in many camps it will remain in only these very specialized areas of activity.

I would like to feel it can be a part and parcel of the entire camp. Why should it not happen on the athletic field, the waterfront, the lodge, around the dinner table, and at the campfire programs?

Traditions and rules are only worth maintaining in our camps if they are *worth* maintaining. This forces us to look into the reason for traditions and ask ourselves are they accomplishing their original purpose.

If anything is worth doing, it is worth doing, even though done poorly. Actually, however, nothing is really poorly done, if the doing of it has been good for the participants.

Rules and standards become starting points. From them we make modifications and adaptations for the good of the individual and the group.

With this philosophy, the stone from the beach can become something other than an object which hurts one's feet, or the wash-up on the shore or dirt. It becomes the thrill of a beach-comber, or a bedtime story (a time at which creativity often functions at its best.)

The facing of anticipated incidents, the development of roots for a coming adventure, each activity contains the possibility of creating new plans from old ones, or new games out of old ones, variations which make each new activity the sole property of those who created it.

There are some obstacles to creative recreation in the camp which must be removed. Probably they can be grouped under the following areas:

1. Overcrowded and understaffed camps.
2. Heavy program demands on counselors, removing them too frequently from their campers.
3. Poorly trained staff.
4. Glorifying creativeness and making it an object in itself.
5. Full schedule with little free time.

6. Aristocracy which discourages creativeness.

There are also conditions that facilitate creative expression in the camp. They include:

1. An atmosphere in which individuals and groups are encouraged to express their ideas and desires.
2. Recognition that camp activities are not ends but means designed to meet worthy ends.
3. Sufficient leisure (unscheduled time) for choices.
4. Permission of spontaneous activities.
5. Time for contemplation.

The preceding conditions are more likely to flourish when cooperative planning and thinking are part of the method of determining all activities. This kind of effort encourages each camper to be conscious of his own role, his right of self-expression and with it his accompanying responsibility. Miss Abbie Graham, in a camp seminar some years ago said, "The creative arts flourish when the individual feels significant. When a person feels inferior he has nothing to say." This truth should encourage camp directors and counselors to permit campers to inflate their own ego by permitting self and creative expressions.

Creative living in camp often consists of integration through compromise in situations involving conflict. Mary Flotte, in her book "Creative Experience," described it in this manner, "When different interests meet they do not oppose, they confront each other; integration is more likely to occur if a new way is created." Emphasis on a new way, a new plan, a new program, or a different point of view is a result of the creative approach to problems and conflicts in the camp setting.

**I** WOULD BE very remiss if I failed to identify and recognize the contributions of physical environment and equipment to creative experience in the camp. A good supply of lumber, paint, nails, old wagons, carts, bells, animals, flowers, which exist for all to use will make their contribution to creative living.

Creativeness will flourish wherever it has honor and status. It will be popular and effective as it becomes the normal approach to all life at the camp.

It is axiomatic that the leader, the counselor, in camp will have much to do with determining whether or not there are creative aspects and creative experiences in the camp. He will do this by re-valuation of present program to see whether it permits creativeness, whether there is a recognized sense of freedom from tradition at camp, by placing campers in situations that in themselves will stimulate creative expression and by interpreting the meaning of creative expression to all campers.





**How one camp organized a  
successful program for**

## Counselors In Training

BY MARJORIE A. HOWER

**A**N OPPORTUNITY and obligation of camps that is becoming increasingly important is the selection and training of promising campers to be future counselors. Camp Robbinswold, the Seattle-King County (Wash.) Girl Scout camp for older girls, has tried to grasp this opportunity by instituting a two year counselor-in-training course. Started in 1951, this past summer saw the first group of CIT's receive their diplomas. The campers, staff and camp director feel that the training has been a great success.

Three factors have been mainly responsible for this. First, the girls were carefully selected from written applications they had submitted. Those displaying the greatest leadership potentialities, maturity, serious desire to

counsel, and some camping experience were chosen. It was also necessary for them to have completed two years of high school. This selectivity undoubtedly played a large part in the success of the program.

Second, the girls had their own living quarters consisting of two cabins with a maximum of five girls. Their unit leader (training counselor) lived in a cabin nearby. Thus, they became a training unit, had a place to call home, and a counselor to call their own.

Third, the training program itself was very important to the success of the venture. The course was laid out following suggestions in the training guide issued by Girl Scouts National Headquarters.

The training consisted of four consecutive weeks for two summers. The girls spent the first two weeks of each session in their own unit working with and under the guidance of their training counselor. The last two weeks of each session were spent in actual field experience in other parts of the camp.

Selection of the training counselor is very important. She should have a good knowledge of camping skills and program. Her camping philosophy should be well-established and in accordance with the philosophy of the organization and the camp. She should be mature and well-adjusted. And last but not least, she should get along well with the girls and enjoy working with them. Failure to find such a per-

son might easily defeat the entire purpose of the program.

An effort was made from the very beginning to make the CIT's feel like adults. They were treated like adults as much as possible, and the manner in which they responded was remarkable. Also, from the very beginning they were encouraged to assume a professional attitude toward camp counseling. The success of these two points were foundation blocks upon which the balance of the course rested.

The training methods suggested here proved effective in their use at Camp Robbinswold. Demonstration and practice, especially of program skills, was one technique used throughout the course. Group discussion was also used frequently. It was popular with the girls and was an excellent means of helping them to clarify their own thinking and to draw conclusions. The girls were also encouraged to constantly ask "why," which stimulated much discussion.

Depending upon the counselor, casual or incidental teaching can be employed. So many opportunities arose to drive home points not specifically scheduled that the unit leader had to be constantly alert to include incidental teaching opportunities as they arose. This technique was especially important in helping the girls to form their camping philosophy. Individual conferences and group evaluations were also used to good advantage throughout the training.

The first summer's training included a good grounding in program skills, and during the second summer the girls had a general review of camp program skills and took short pack and canoe trips. Each girl also chose a problem or project in camp program, worked it out, and wrote it up as she would handle it in a unit program. These were then compiled, hectographed, and combined into a small volume. Copies were distributed to each CIT, the camp staff library, and the CIT library.

The training also included a 24 hour observation trip to another Girl Scout camp, further readings and discussions on camping philosophy and history, child behavior and handling, a singing open house for the staff, a session on positions in counseling, compensation, written agreements, letters of application, etc.

The daily schedule for each group of CIT's was planned by the group. The girls listed all the activities they

## One Minute Wisdom

• Aerial maps are often most helpful for camps. While these can, with some difficulty, be purchased through the government, since the U. S. Soil Conservation Bureau has photographed a large part of the country, it is noted that many universities and colleges make aerial maps as part of training for engineers.

• Experimentation has been going on in the field of resuscitation. The back pressure, arm-lift method has been unanimously chosen. It is thought to be much easier to teach by the group method and to offer three times the volume of air provided by the Schaffer method. It is recommended that every camper learn this method.

wanted or thought they wanted. Activities or subjects suggested on the training outline but not mentioned by them were then pointed out. The next step consisted of taking the most important points first and putting them on a two-week schedule to be followed as a unit program. As much as possible was included. As the girls were arranging the schedule, it was pointed out that the same technique might be used in camper planning in other units. Later they discussed modifications and variations that might make it more adaptable to the different age and experience levels.

The first year's training included four three-day assignments in the field. These might include other units, the waterfront, nurse, or office. Each girl had at least two unit assignments with different age groups and one or more assignments with the nurse, office, or waterfront. Two consecutive periods a day, morning and afternoon, or afternoon and evening, were spent on the assignment. The girls usually spent the third in their own unit, frequently in discussion of projects and problems in connection with their field of work.

The second year's field assignments followed the same plan, with one exception; there were but two assignments of five days each. At the end of each assignment the counselor with whom the CIT was working made a written evaluation of the CIT.

The counselor-in-training was registered as a camper. After two summers of experience with the CIT program we feel that the classification is wise. In the first place, it is much easier for the staff members to visualize their place and associations with the girls. Secondly, the girls realize that they are not actually staff. Most of the problems of the junior counselor are eliminated.

However, the CIT's are given more privileges and responsibilities than other campers. They have a room of their own, just as the camp staff has its room for relaxation. The CIT's may invite staff members to their room individually or collectively. They, in turn, are frequently included in staff song fests, folk dance sessions, discussion groups, and other training sessions after taps. In this way they can associate with the staff socially and professionally, but still stay out of the units except when assigned or sent in on special business. They also are responsible for maintaining order in their own unit after taps. Since they are located so close to the center of things, their counselor might or might not be present after taps.

At the end of both the first and second year, the CIT's held a group evaluation without the training counselor being present. From the results of these evaluations, both the girls and the directors feel the program is worthwhile. After actually observing how much CIT's changed and developed in one year's time, we have come to the conclusion that two summers of four weeks each are more valuable than one summer of eight weeks.

We believe that the girls who have completed the training have a sound philosophy of camping and counseling upon which to build. Our next step is to follow them through the first few years of their counseling experience to determine how the program can be made more helpful, both from their standpoint and from the standpoint of the camps that have employed them.

Such a program also provides an excellent means of maintaining the interest of campers, provides early training for the counselors-of-tomorrow, and steps up the entire camp program.

Camping Magazine, March, 1953

SOMEONE has remarked that the blind would have few adjustment problems were it not for the sighted people who create them. A summer spent at Camp Allen for Blind Girls in Bedford, N. H., has thoroughly convinced me of the validity of the above statement. The non-sighted girls at the camp did not at any time seek sympathy or solicitation. Theirs was simply a desire to lead a normal existence and to be treated as normal children rather than objects of pity and constant attention. It took the new staff members a little time to digest this fact, but digest it we did and life at Camp Allen bore a remarkable resemblance to that at other camps I have known.

I should confess that my first reaction when offered the position of Activities Director was a negative one. Like so many other people who simply do not realize, I had visions of myself confronted by all sorts of complicated and uncomfortable situations. These actually never came to pass and proved to be merely the products of total ignorance and an overactive imagination. The experience proved a most rewarding one.

The total number of campers was 45; approximately 15 stayed for the entire eight weeks; the others varied from one to six weeks. 17 had no sight, the others had partial vision, ranging from an ability to distinguish between light and dark to that of reading large print. Their ages ran from 8 to 16 years, the greater percentage being in the 8 to 12 bracket.

The camp itself has been in existence for twenty years, having been started in 1932 by a group of Boston business men under the guidance of Dr. Edward E. Allen, for many years Director of Perkins Institute for the Blind at Watertown, Mass. Camp Allen is the major project of the Boston Kiwanis Club and the Lions Club of Manchester, N. H., and is supported largely by money raised through the efforts of these two groups.

### Activities Enjoyed

In swimming classes most campers were extremely eager to learn new skills and pass the requirements necessary to receive their Red Cross Certificates. By the end of the summer, 14 had been awarded their Beginners; four their Intermediates. In spite of their visual handicap, or perhaps because of it, the girls as a whole were very responsive to instruction and



Camp Allen

## Camping for Blind Children

By JANE M. HUTCHINS

seemed to grasp directions much more quickly than sighted girls I have worked with at other camps. This was an exciting discovery for me, as well as a challenging one.

Crafts was another activity thoroughly enjoyed by the campers. Our crafts counselor, who herself had very limited vision, worked most successfully with the girls. Projects undertaken included weaving of pot holders, hemming of dish towels, knitting, making necklaces and bracelets from shoe buttons, gimp work including the lacing of key rings and purses, clap modelling, link belts, and bookmarks from film strip.

Singing they loved and excelled in. Dressed in all white shorts and blouses, each Sunday evening they would march in formation, right hand placed on the shoulder of the girl in front, up the gentle slope from the pool to the Council Fire. Here they would sit on the ground, legs crossed, singing old and new camp songs (many written by the campers themselves) while the shadows lengthened and the flames leapt higher into the cool night air.

### Special Problems

Interest and curiosity are often expressed as to how girls with no sight get around. Are they led? The answer is, "very seldom." If it were apparent that a non-sighted camper, in making her way to a certain point, was going to encounter difficulty, directions were called out "Right, Left, Straight" as the case might be. Almost never did you see anyone rushing to her assistance. Many of these girls used the clapping of their hands to help them

in getting around. Apparently any object in their path such as a tree or a building gives off certain vibrations which their keen ears are able to detect, thus causing them to stop and change their direction.

When hikes were taken, it was customary for a partially sighted girl to pair off with one having no sight. The same plan was followed in the dining room, thus greatly aiding the counselor who was in charge.

In working with campers who are visually handicapped, it seems to me that there are two requisites that should be remembered. First, one should pigeon-hole one's sympathy to a large extent. This is not always easy in the beginning, when the physical impact is strongly felt and the girl's personality is still an unknown quantity. Fortunately, the campers themselves unconsciously assist in this effort with their independent and carefree manner. It is difficult to feel too sorry for such an obviously happy and fun-loving group.

A second assist in working with the girls successfully is some knowledge of their home background. This allows the counselor to temper her reactions and make necessary concessions. Certainly one cannot help admiring their spunk and spirit, nor thinking how appropriate is the song they frequently broke into during the summer, which might, indeed, be a good yardstick for all well-adjusted people:

"Is everybody happy? Sure we are! Then go and make your neighbor happy too."





## Packet Food

ONE OF THE most exasperating problems that has confronted camp directors, dietitians and trip directors for many years is the packing of food for trips. Jack Perz, camping director for Central Indiana Boy Scouts, puts it this way: "Containers were bulky, heavy and awkwardly shaped. Portability was poor. Jam repacked from larger units into small containers would break and all too often result in jam spreading over the entire pack. Eggs, no matter how carefully packed, seldom arrived intact. An upset canoe would cause loss of sugar, cocoa, flour and other food supplies. Large containers, No. 10 cans or 25-100 pound bags, were not suitable for small groups and were too heavy to carry easily when the group was large enough to warrant their use."

The need for small, waterproof, easy-to-pack and easy-to-use, and really portable dehydrated trail supplies has been met by several companies during the last few years. The editors of *CAMPING MAGAZINE* asked a group of camp directors and dietitians to tell how these packets have worked in actual camp use. Their experiences in buying, issuing and use, and the advantages and disadvantages of the trail packs, plus the important factor of how the campers themselves like them, may be of great help to other camps which are now using or considering

using the trail packs in their camps.

Most of the food comes in packs designed to serve four campers. Generally speaking they contain all ingredients necessary to the finished dish with the exception of water. An estimate of the number of hikes or trips you plan, and the number of campers involved will indicate the approximate number of packets you should order. The price of food packed in this manner may be higher than food bought in large quantities but the consensus of opinion seems to be as summed up by Jack Perz, "there is much less wastage and loss" and much more convenience.

On the other side of the ledger, a disadvantage in buying has been that suppliers are reluctant to accept returns of unused items at the end of the season because of the difficulty of repackaging in larger units and storage. However, some camps store the packs satisfactorily. Duane Tooley, of Clinton, Iowa, comments, "Recently I had occasion to use some of the packs which I had held for better than eight months and found them still in excellent condition and as tasty as when new."

### Dietitian Aided

The variety of food packaged in this manner enables the dietitian to plan regular trail menus, or the campers can help choose their own foods. The

small size of the packets also helps in issuing food to large groups. "We found this type of food most successful in our Council Camporee where food was issued to over 15,000 Scouts and Leaders in a manner similar to that employed by the national Jamboree at Valley Forge in 1950. This type food simplified the distribution of food in large amounts. It was also much easier to prepare, providing more time for program activities," it is stated by Gerald Muir of Fort Wayne, Ind.

Packet-type foods are used in many ways. Some of the suggestions included these comments:

"The packet-type foods have a definite place and are serving a real need," says Marion Barrett, camping advisor at Girl Scout national headquarters. "They are fine for experienced groups taking back-packing trips, and not making outdoor cookery an objective. They are light-weight and no-waste, and are easily cached at night. Both fuel and time are saved."

Reports Duane Tooley: "I have found this type of packaged food very excellent for back pack trips and for outpost meals away from the regular camp. They are also excellent for use in training courses where meals are prepared as a part of the outdoor sessions of the courses."

"We found this type of food most satisfactory in our canoe cruises and

# et Foods Encourage More Camping Out And Better Meals on the Trail

BY MARJORIE HICKS, *Editorial Staff*, CAMPING MAGAZINE

hiking expeditions which were a part of our regular camp program. For small crews and work parties at camp, the packet foods proved to be most valuable in time conservation and ease of handling," says Gerald Muir.

"We now use them for our weekly small group cookouts as well as for hikes, overnights, and canoe and mountain trips. I feel for all these activities the packaged foods can easily be issued and result in better administration of such activities," is the comment of Bill Wadsworth, Syracuse, N. Y., camp director.

## Wide Variety Offered

The variety of foods that are available in packets is wide. One company alone offers several bread and cake mixes, pudding in two flavors, cocoa, fruit juice bases, welsh rarebit, soups, beef stew, chile con carne, powder base for maple syrup, and a brown gravy base. Because of the smallness of the individual packs, their lightness and durability, extended trips need not have monotonous menus.

Advantages of trail packs described by the camp directors are summed up in the two following statements:

"They are easily handled, waterproof, portions are easily estimated, and there is no waste," says Harold Moore, Harrisburg, Pa., "Y" camp director.

"We found that the packets are a

definite boon in assisting small groups to plan well balanced and tasty meals and, at the same time, conserve space and weight," Gerald Muir comments.

Although advantages seem to outweigh disadvantages, some of the comments of the users should be taken into consideration.

"The main disadvantage that I could see to the prepared packets," Harold Moore commented, "is that they do not give campers training in fundamentals of camp cookery. This criticism would apply more to older campers than younger ones. The packet type of food may be an excellent beginning for younger campers."

"The companies from which I purchased offer their products in minimum quantities of 50 packets of a kind which is very desirable for larger group use," Duane Tooley stated, "however, this particular group is rather small and has not been able to buy quite such large amounts. We would therefore appreciate being able to buy a mixed order in smaller amounts for use in certain activities." At least three companies have moved to meet this problem, bringing out packets which comprise quantities of several items, so that three full meals for four people may be prepared from each kit.

There was some comment that the lettering on the plastic packages wore off and lessened their value. In connec-

tion with this, however, it was stated that this condition has improved and in some cases has been eliminated.

The camp directors questioned were generally very enthusiastic about the packets. Several stated that many items seem to be popular with the campers. The children liked them for the same reasons that directors and dietitians did.

David Winder, dietitian for the Pioneer Youth of America camp said, "The children were delighted by the individual packaging, portability, and the convenience of these items. For example, our campers have always carried individual ingredients for their hike drinks. In the past, the process involved separate issuance of such items as sugar, cocoa, and powdered milk, plus instructions. Needless to say, these packets, in the case of cocoa, quickly solve the problem of issuance from the kitchen and hasten preparations for the hikers during the trip." The same director also said, "I have doubled my order for the coming season."

The opinions of the camp directors and dietitians who put packet-type foods to actual camp use can be summed up with a statement made by Duane Tooley:

"In general, I think the pioneering done by these companies is very excellent and should help to encourage more outdoor camping and the preparation of better meals on the trail."

**How to teach one of the most important swimming steps—**

# Learning to Breathe Correctly

By MARJORIE CAMP

THERE ARE NOT many people who can say just how they breathe without taking a few minutes to experiment. Ordinarily it is not too important. But once in the water, if one wishes to be comfortable and at ease, it is fundamental.

If a camper inhales immediately after exhaling, practice will be necessary before the first swimming lesson. Most youngsters can quickly understand the advantages of holding on after exhaling until the mouth is above water, but few can do it without careful practice.

It has been said that swimming may be described as one third breathing, one third position in the water or balance, and one third arm and leg movements or stroke. When I look back over the various groups who have been eager to take part in some phase of a swimming program and realize more and more fully that all had first to learn to breathe, I would perhaps go further and say breathing is one half of swimming and balance and stroke the other half.

How shall we teach this essential breathing technique? First, have the beginning group breathe rhythmically with a definite pause after exhalation. This could be done on the dock or beach.

Second, have the group stand in the water in a circle or hold on to the

dock, breathe in, go underwater, come up, then exhale. Repeat this six or eight times.

Third, add to the underwater time and begin to exhale while still under water but come up before completing the exhalation. Do this until there is good control.

Fourth comes complete underwater exhalation. Fifth and finally add a pause after complete exhalation, which will give the beginner a sense of control and comfort that makes all the rest come easily.

Perhaps you may say all this is possible but still how does it work? Try it out in a wash basin. 1. Inhale through your mouth with head turned to one side, face forward, exhale through nose or nose and mouth. 2. Inhale through your mouth with head turned to the same side, face forward, dip it in water, come up, exhale, face still forward. 3. Inhale with head turned to one side, face forward, dip your face in water, begin exhalation, lift face and complete exhalation. 4. Repeat with complete exhalation under water then come up. 5. Repeat, adding a pause of one or two counts after complete exhalation under water then lift face. Try this rhythmically six or eight times. This wash bowl test will give you a working knowledge of how the above method of teaching breathing in swimming works.

The number of lessons required will

depend on the beginners, the frequency of lessons, the temperature, area for swimming, how quickly the pupils become at home in the water, and other factors. Part of each period should be given to moving about in the water with feet well apart to give stability, and to sitting on the bottom in shallow water.

Games and toys are fine to develop at-homeness in the water and can be used both in daily swims and for special events. Picking up objects is always fascinating. A good relay is one called "Setting the Table." Each team tries to be the first to arrange on the dock the pieces it retrieves one by one from the bottom, a plate, cup, saucer, silverware, etc. Balloons may be used to carry in relays and to play a kind of volley ball. And even the shyest and most retiring youngster will be right there when marshmallows are scattered on the water and a half minute given to gather as many as possible.

It is important to have area marked, rules very definite, officials stationed and life boats between swimmers and deep water, before games begin.

When you have gotten your campers so that they feel at home in the water, and when they have learned that breathing in swimming calls for a different technique than ordinarily used, both you and they will have come a long way toward easy, effortless and enjoyable camp swimming.

*See You in New York*



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**Blueprint for**

# Better College Training of College Leaders

BY MARTIN H. ROGERS

History of development of camping education at Brockport State Teachers College provides valuable guideposts for working with your favorite college in developing camp leaders.

A PROCESSION of fortuitous events has turned a dream into the reality of a college camp suitable for an all-college, year-round program in outdoor education at State University Teachers College, Brockport, N. Y. Hope for such a camp had developed gradually over a period of many years. Interest in outdoor education was growing as a result of the program conducted by Dr. Lloyd Sharp and Life Camps, Inc. Each year a handful of students, with one or two faculty members, attended these professional training sessions, bringing back to the

college fresh ideas and memories of stimulating experiences. Valuable as this opportunity was to the individuals involved, it had very little impact on the curriculum as a whole, though there was a growing hope that at some time means would be found to explore this area of outdoor education more fully.

In 1945 a course in Camp Administration was added as part of the curriculum in Physical Education. After a semester's experience with this course in the classroom, faced constantly with the frustrations of teach-

ing an "outdoor" course in an indoor environment, it was felt that here might be the logical place to make outdoor education a reality. The classroom course was moved to a camp in Canada, rented for 10 days each year at the close of the regular camp season. Here college men and women learned camping by living camping in the natural outdoor laboratory.

For six years this outdoor education experience proved its worth. It encouraged staff members to hope and plan for some means of overcoming limiting factors of the rented camp—distance, shortness of time of availability, limited number who could attend, etc. A college owned and operated camp seemed the best solution; hence, a college committee with faculty and student members was named to select a camp site and project plans for the camping and outdoor education program of the college.

### Selecting the Camp

Existing camps and potential camp sites in many areas were visited and studied, for the committee felt it necessary to make a thorough investigation before purchasing a permanent facility. At one of the camps visited it was evident from the first that the property was well suited to college purposes. Its location in the Adirondack region near Harrisville, N. Y., 200 miles from the college, provided a good site in an environment very different from that in which the college is located. A minimum of well-constructed buildings on 114 acres of clear and wooded land allowed adequate living and camping space for a maximum of 100 persons. The waterfront area could be useful for swimming and boating. A portion of the camp was adaptable to year-round camping and the facilities were suitable for all ages of campers. Surrounding the camp were approximately 15,000 acres of woodlands that afforded ample opportunity for trips and pioneer camping. Sanitation, water supply, electric power and communication all met ACA standards.

Financing purchase of the camp raised quite a problem. Many methods were discussed, explored and discarded. Private ownership of the camp by the college was desired, since ownership by the state involved special legislation, time consuming red tape and complex administration. Private sources of funds for purchase were sought and found.

The trustees of the Susan Harrison Lee estate had a fund available for the support of educational projects and they were becoming interested in outdoor education. The Gannett Foundation of Rochester had been interested in furthering camping opportunities for youth, and indicated its willingness to support this program which would result in a greater supply of trained leaders for camping. So, on January



31, 1952, the newly formed Brockport State Teachers College Foundation, Inc., acquired title to Totem Camp. A dream of many years was realized.

### Organization Planning

Serious planning for the organization of the camping program began immediately. The college administration named a member of the regular faculty of the Division of Health and Physical Education as director of camping and outdoor education. The function of the committee which had sought the site became advisory to this director, especially in the area of program development. The director and committee, with the executive board of the Foundation, worked out budgetary problems and developed policies for the use and operation of the camp.

Since the camp was nearly fully equipped and in good condition, the primary problems were those concerned with long-range planning and program administration. Several trips to the camp were made to plan activities to be conducted during the 1952 season. Also, staff such as cook and caretaker were employed and sources of food, supplies and equipment were established.

Instructional staff was to be supplied from the regular college faculty, many of whom had participated in the camping and outdoor education program prior to acquisition of the camp. Since many of the instructional staff had

already been assigned to the regular summer-session faculty on campus, activities in the camp were planned to start at the close of summer session and continue through the balance of the summer and autumn.

### The Camp in Operation

The first organized group to use the camp was made up of graduate students and in-service teachers who participated in a two-week workshop in "Outdoor Education through School Camping." This workshop granted two hours of graduate credit. These graduate students were preparing themselves for leadership in school camping and outdoor education.

Major areas of study in camp included camping skills, natural science, principles of education applied to camping, program planning in camping and the administration of camping. There was a generous allowance of time for individual campers to develop their own projects in outdoor education.

The second two-week group in camp was made up of undergraduate students majoring in Health and Physical Education. Their workshop course was entitled "Organization, Administration and Supervision of Camping." It also granted two hours of credit. The staff was familiar with this area, having conducted the course for six years in the Canadian camp. The new site proved especially adaptable to this group. Major areas of study included history and theory of camping, administration of camps and camping programs, program planning, handcraft, campcraft, nature study, waterfront activities and pioneer camping.

During the autumn, following opening of college, camp was used on weekends by various groups. These groups, leaving the college on Friday and returning Sunday evening, were able to have two full days in camp for shorter introductory experiences in outdoor education. The first such group was the entire faculty of the State University Teachers at Brockport Campus School of Practice. Purpose of the trip was to learn how camping and camp activities might serve in elementary education.

Value of the first sessions became apparent as the autumn program progressed. Early in October the entire sixth grade of the Campus School—pupils, teacher, practice teacher and parents—attended camp for a long week-end. The teacher of this sixth grade had previously attended the

**Camping Magazine, March, 1953**

camp as a student and she put into practice the principles which had been discussed in the workshop earlier in the summer. Two undergraduate students from the Health and Physical Education camp assisted the teacher in a staff capacity, putting to use what they had learned in camp.

On two succeeding week-ends the Campus School of Practice fifth grades attended camp—again with teachers, practice teachers, physical education student assistants and pupils' parents. The elementary grade pupils gained new experience in camping skills, nature study and crafts. In addition, they had the opportunity to plan and develop their own social organization, including self government, safety rules and regulations and program of activities for the camping period.

Late in autumn the college's Social Dance Club conducted a program of social and folk dancing at the camp. Planning and organization of this group was entirely in the hands of students, though faculty members were part of the group. Since this was the first group whose purpose was something other than camping primarily, it was interesting to note how well the camping and outdoor education technique worked out and how it served the purpose of the group.

### Financing Methods

Formation of the Foundation to hold title to and conduct the business of the camp facilitated purchase and local autonomy in setting policies, budget and control of maintenance. Because of this private ownership, however, the camp is not supported by the state in any way and the complete financial burden of operation must be borne by the Foundation. Throughout all stages of planning it had to be kept in mind that the camp must be self-supporting.

To meet operational costs an assessment was made on each person who used the camp. Early estimates of costs indicated it would be necessary to charge \$3.00 per day per person for full use of the camp facilities including meals, or \$0.50 per day per person for use of the camp without utilities or meals—purely pioneer camping. For courses and workshops conducted in camp where additional materials and supplies are included, the charge was set at \$50.00 for a two week period. Where the course or workshop had to carry its own instructional cost the charge was set at \$60.00 for two weeks.

These rates were set tentatively until experience might show whether a revision of rates might be advisable. While it is still too early to get the complete picture, the experience during the first six weeks of operation may indicate a trend. Income from camper fees during this period was \$3,475.83 and it covered a total of 802 camper days. Expenditures for salaries, food, maintenance, utilities, insurance, instruction, new equipment and transportation totalled \$3,248.70. Since certain items of cost are fixed annual expenses, independent of the use of the camp, each additional group which uses the



camp will tend to lower the per diem cost to the campers.

### Values Achieved

Any evaluation of the activities at Totem Camp must of necessity be highly subjective, for there are no instruments with which to measure the initial outcomes. One of the projects which is growing out of the experience so far is the development of some form of objective measuring technique which will enable staff and college to determine the impact of camping experiences on education. Meantime, it must suffice to note certain facts which seem to indicate value.

First, Totem Camp has enabled the college to extend camping and outdoor education to more individuals. While in the past we have been limited to about 600 camper days per year, Totem Camp has been in use nearly 1,200 camper days in one-third of a year. Heretofore the experience has been limited largely to Health and Physical Education undergraduates. Now, in addition, undergraduates in the General Elementary Education Division, graduate students in both divisions, elementary school children, parents and other organized groups have shared the experience.

Another indication of value is the outflowing wave of interest and enthusiasm in outdoor education and camping. Some specific illustrations of this influence include:

The sixth grade week-end, planned and executed by one camper from the early graduate workshop.

A full week in camp now being planned for this sixth grade by the same teacher, to be scheduled in the Spring.

Two trips of the fifth grade, planned and executed by a staff member of the graduate workshop who had had no previous camping experience.

The week-end of the Campus School faculty, planned and executed by two members of the early graduate workshop in camping.

Initiation of outdoor education programs in two nearby public-school systems, under the leadership of campers from the first graduate workshop.

Interest of Physical Education students in serving as assistants in school camping. Of the six who have already assumed leadership, four had no previous camp experience before participating in the undergraduate workshop.

Desire of co-curricular college groups to use camping techniques in their own special programs of activity.

While it is too early yet to measure the full influence the camp has on leadership training, it is interesting to note that out of every group which has been organized in camp a new training session or camp experience has been inspired. It is also significant that, with the exception of the first two groups, which were organized by the college, all other camping experiences here mentioned have been suggested and planned by persons whose first contact with camping was one of the training courses at Totem Camp.

Value of the program as a contribution to education and camping may well be the degree to which it encourages others to plan and carry out camping experiences with other groups, indirectly providing more camping opportunities for an increasing number of boys and girls. The limited experience at Totem Camp demonstrates that those persons who learn the values of camping, the principles of camp administration and some skills in camping become interested and influential in organizing camping experiences for people under their supervision and leadership.





YMCA Photo

# Finding Nature's Treasures

By BETTYE BREESER

**N**EEED NATURE stump you in your camp program? It is the all out-of-doors, and only by stretching your hands out wide can you know the vastness of the field you fear . . . yet should be enjoying. Nature is that soft waft of a soothing breeze that tumbles your hair about your face, — it is the comforting tread of the rich brown earth at your feet, and the ever-changing panorama overhead. To recognize the "wood folk" about us should be to know our dearest companions, for what others offer such happiness and contentment as our acquaintances in nature?

To children, nature is the most fascinating of all programs offered in camps—and yet often the most neglected. Many camps offer nature study in their program, but too often it is stuffy studies from books of what

"might" be found in the woods if you are lucky. Yet, by simply rewording the subject you can actually offer a "nature's treasure" program to your children. Toss books to the wind and start from the beginning. That means getting outside—using eyes, ears, nose, mouth and hands to say "how-do-you-do" to a new friend—nature!

## What to Look For

Lying down on your back with hands folded under your head watching the white fluffy clouds through a lace-like pattern of tree leaves is a "must" for the beginner. There's something in that relaxing intimacy with the universe you can't get in your everyday upright position! The blue of the sky becomes deeper as you gaze—and soon your imagination becomes aroused. Fluffy white masses

take on strange shapes as you imagine you see castles, sheep and giants in your new found view. Darting birds provide the only interruption to your day-dreaming—your first real introduction to the lovely archway of heaven. There's a wealth of study afforded in just watching—being aware of the vastness and beauty of the sky.

The ground on which you have rested is worthy of your inspection. Turn over now and look around. The nearness of objects is perhaps a shock to your eyes—but there's beauty all about. If it has been moss you chose for your repose—take a look at it through a magnifying glass. A whole new world has opened up which you never knew existed! And creatures too small to be noticed before have come very much alive to you. The tiny toadstool nearby

was just a nameless "something"—peer underneath and find a surprise! Cunning little gills might greet you, or a strange spongy undersurface. How many colors are there to be found on such growths? It might be a good idea to count!

Dried leaves must not be ignored, for they offer a fascinating study in shapes and sizes. And what about the ones with "pimples" and scars—did you know that they are insect stings? (Campers love to be told of such exciting things!)

There's color in grasses—some are brown, some dark green and others rose and purple! It's much more fun to children to sit in the "purple field" than in the grass! In one square foot of grassland there's a whole magic world available to keen eyes—what can you find? And that little cluster of bubbles found on the grass blades which some carelessly call "snake spit" is the home of the energetic Spital Bug that blows bubbles around himself to protect him from the eyes of his enemies!

Every child loves a toad, but few

admire them for their coloring and ability to draw their eyes into their heads for safety sake! Lizards and salamanders are not the same—which is covered with scales, and which one wears little "suction cups" toes? Days can be spent on this "grasshopper" level—just seeing, hearing and finding nature's treasures.

Rocks offer a challenge to those who enjoy finding color in the out-of-doors. The "sandy" ones are fun to crumble—the "isinglass" ones fun to peel, and the "shiny ones" fun to use to reflect the sun! Shapes and sizes are interesting subjects to explore — and a well weathered rock when split offers a fascinating study of design and content. (Save all the little rock chips that fly when you do this—they can be used for a craft.)

Too often fallen trees are just something to rest upon or stumble over—in reality they are a museum of life in the woods! Peel off some of the rotting bark and see what scampers out! How about the well-carved grooves of the ants—is it any wonder they are known as "carpenter ants?"

Hollow stumps may be fairly hide-aways to the very young children, but explore a bit to see what quadruped animal has used the spot for a "safe-deposit box." Little woodland secrets of animal life are about you—are you missing any of them? Birds do not always nest in trees—some are quite comfortable on the ground. To examine birds' nests is to marvel at the material they contain. How could lace, newspaper, horsehair, snake skins, and threads be woven into such a neat little parcel? Your campers, by a stretch of their imagination, may be able to tell you how the nest builder found all of these things!

The use of the hands is important in the introduction of nature. Feel a leaf for smoothness or fuzziness; run your hands up and down a tree trunk! Is it rough, smooth, shiny, pimply, jagged? Does it have deep grooves or is it quite smooth? Will the bark peel easily—does it peel around or up and down? If you had never noticed the difference in tree trunks before then you have failed to note one of the most characteristic features in the study

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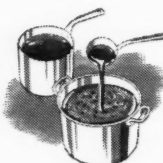
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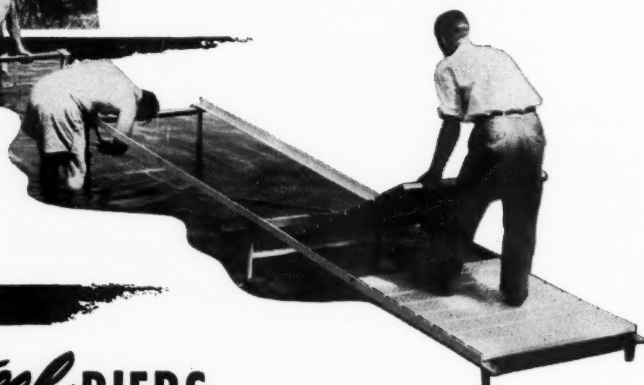
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of trees. What leaves match the trunk you are touching? The combination of the two should help you recognize the same tree later on. Now stand back and observe the tree's shape: can you compare it to a "vase," a "lolly-pop," a "teepee," an "all-day sucker," or a "droopy" shape? Trees generally fit into one of these general classes and campers favor such terms rather than more "bookish" words.

Some bushes and small trees have unusual aromatic flavors. Ask someone who knows to show you the Sassafras tree (with its mitten-shaped leaves) and the Spicewood Bush. You will never forget the true "woody" goodness, nor will your campers when you tell them about it. Incidentally—taste only what you are assured is good—there are a very few "don'ts" in the treasure chest. Beware of the "friend" who offers you the bulb of the Jack-in-the-Pulpit to taste—it won't hurt you, but your mouth will burn for hours. (Many good sources of information on edible plants can be found in the library.)

It's a natural collectors urge to come from a walk with both hands full of treasures. Make sure that it isn't forbidden loot! Too many people indiscriminately gather without thought. A good rule to follow, if you must collect, is—"never pick a flower unless 10 more are in sight." It's far better to look and enjoy—and leave it for others! A piece of dead bark filled with woods dirt and a few small plants that grow in abundance lasts much longer as a souvenir than a bouquet of woods flowers!

"Alternate" and "opposite" are enticing words to children! How many growing things can you find with branches appearing in either class? Are the leaves jagged, smooth, or uneven? Crush a leaf—does it have an unusual odor? Some leaves are large enough to be worn as a sunshade—others would hardly cover a postage stamp!

From just the things you have found in an hour's walk would it be possible to set up a little woodland museum? There's the cocoon, and the "blister" (gaul) from the blackberry bush—the piece of shiny bark from the wild cherry tree—and the 20 colored fungus growths from the dead tree trunk. Not to mention pithy-centered twigs, many colorful rocks with their interesting shapes, some owl pellets, an animal skull, a turtle, and the seed

(like a hand-grenade) of the skunk-cabbage!

Streams offer unforgettable adventure and rewarding relaxation. It's hard to say whether it's the steady flow of the water or the musical notes of the rills that soothe—but it's an accepted fact that there's an appeal to water. The most impossible child will respond to the stream treatment when all else has failed. Go not in haste to the spot—for it is like entering a great sanctuary. Stop at a distance and listen—absorb the far-away song of the water before you get to it! Allow your campers the same pleasure—it will be an unforgettable adventure.



Tuning a stream is a skill, and enjoyed by children. One rock moved to another location in a dam arrangement can provide a distinct musical change. Try it again—hear the difference? Now the keenness of hearing nature is yours—your ears are being tuned to the out-of-doors.

To study water life is to explore a wide, interesting field. Sandy bottoms add contrast to soft muddy ones, and aquatic life and plant growths are interesting. Had you noticed the reflections of the nearby ferns in the water near the still little pool? Call the matter to the attention of your campers and you will open a new avenue of interest to them. Some ferns have a cotton-like growth at the base, with interesting frond curls nearby, while others display an interruption between base and tip of the frond. Point this out to your group and they will learn all greens are not just "ferns."

Thirsty little woods animals frequent streams and leave their footprints in the mud. It is a good introduction to nature to point out these little "calling cards" to your campers. What other

animals or birds drink sweet refreshment from the stream?

Imagination is the greatest gift of childhood—nourish the seed and it will serve him well through life. Broken tree branches assume curious shapes—what can you make out of the jagged limb? It may appear as a bear's head to one child while another will declare it is a woodland elf! A log may appear to one as a prehistoric beast—to another an alligator. Add a scrap of paper to one end, a few tin-can lids to another and you have a "magic dragon." Two hours spent on such a project will be better than two weeks of aimless roaming.

A small notebook stuffed in a pocket may prove its worth when children start to note colors in nature. Record what they see and you will be amazed at their ability to observe. Some leaves turn silver under water—it's a great discovery for the young naturalists—afford them the time to experiment.

A new name often makes a new friend—try calling the common Dandelion a "golden paint brush." (Did you know that the flower head contains many flowers—examine it.) By placing the split stem in your mouth or in water it will curl—children love to make such discoveries!

"Fairy Umbrellas" better describe the common Mayapples in the lingo of youngsters, and the Ironwood tree will be remembered better for its unusual trunk if called "the muscle tree."

Some leaves and vines reflect the blue of the sky above—could they be called the "mirror leaves?" Remember making daisy chains when you were a child? It's still an honor to youngsters to wear a wreath of field blooms on their heads—take time to enjoy such simple pleasures.

The subject of nature's treasures is endless, and the foregoing suggestions have barely brushed the surface of the field. It has been just the barest of ideas in the preliminary steps of getting children interested in the subject to the point where they will say "let's look it up!" Now you are ready for your book information. Avail yourself of a few of the many reliable sources of nature information—and enter into the wonderful world of nature with your campers enthusiastically, wholeheartedly, for both pleasure and information.

*Another article by Mrs. Breeseer will appear in an early issue.—Ed.*

# Day Camping Has A Mission

By ALBERT A. HUTLER

**D**AY CAMPING is now an important part of the program of community recreational agencies. Not a place but a way of life, the day camp builds in youngsters the habits of happy group living. Parents of campers enthusiastically have accepted this first plunge for many youngsters into group living, and in their evaluations of day camping have acclaimed it highly.

We in Southern California are most fortunate in having day camping facilities with every-day availability of natural resources. Here day camping means outdoor activities: exciting explorations of vast natural resources—mountains, desert, bay, ocean—each different, each bringing new experiences. Greatest emphasis is naturally placed on water and shore activities since these are our backyard.

As our day campers hike along the shores of the Pacific, carrying their jars of sea water, they find a pool created by a cove and suddenly sea life opens to them. Washed ashore are huge masses of kelp. Long ribbons of green-brown seaweed are stretched along the shore. Sometimes at the end of these streamers we find huge, spongelike masses of roots. These are the holdfasts, the roots of the kelp which cling to the rocks on the bottom of the ocean off shore, the anchor upon which the long lines of seaweed rise in the water.

The campers gather around the holdfast. Often they have seen these along the beach, as have many others. But few know of the fascinating colony of life which exists in the huge knotted mass. So we begin to cut into the tough fibers of the roots, pulling them apart and looking into the crevices and holes, we find a long, slim tentacle disappearing into the recesses of the holdfast. Gently a camper pins the creature down with his forefinger and pulls out a brittle starfish, which is put into his jar. Excitingly we watch it undulate to the bottom of the shell-lined container.

Tiny shrimp are wriggling in the moist seaweed. The clean, almost transparent bodies and black eyes are very

easily seen. We pick up the tiny, wriggling mites and they join the tiny starfish in the jar.

The camper cuts further and further in the holdfast, pulling away the tangle of roots and more and more creatures come to view. A baby sponge, a sea worm; a tiny crab scuttles away. Tangled in the mass is an exquisite lace-like bit of red seaweed; tiny limpet shells and bean clams are strung along a root. Here is a purple-spined globe that is a sea urchin, there the shell-curved tube of the sea worm.

The holdfast is a treasure house of fascinating sea life which intrigues campers at their day at the shore. This sea lore is an important aspect of Southern California day camping—there are many more things to learn.

More fun for the camper, or the relieving of his parents from responsibility, is not the purpose of day camping. It is much more than this. Its program should expose campers to all of nature and give them an experience which will lead to greater participation in good, outdoor living. It should give campers the experience of living with nature—not to fear water, open spaces, or desert, but to respect them, live with them, and to feel at home in that environment.

A day camping program may have horseback riding, but not to develop a rider for the ring. We want to acquaint him with horses. A camper doesn't become a swimming champion in day camp; but he does learn the fundamentals of swimming and to respect and understand the water. Tennis and other sports may also be part of the program. The day camp achieves its purpose by giving those experiences to the campers not by making a "Little Mo."

One can go on and on through the entire program—arts and crafts, square and folk-dancing, camp lore, dramatics, cookouts, campouts, and all other activities—and continue to point out how the purpose of day camping in its activities is to give these new experiences to campers. They can then

follow up, according to their individual interests.

We who are participating in day camping have the opportunity to expose children of all creeds, nationalities and races to a full, vivid, democratic experience in the time in which we are together. Each child can be made to feel he is part of a democratic group. Each can be helped to understand that "everyone counts."

Within his smaller group he makes decisions which determine what the entire group does. He works and plays with children from different environments. He gains pleasures from material resources at hand, as he molds clay he dug out of the hills into a figure of his imagination. A social sense is being developed in that he learns to do his share in the group. What is even more important, he learns that his actions, both good and bad, affect everyone in his group.

We can help develop children socially, physically, emotionally, and intellectually. We do this by making his environment a helpful, living one; by developing an appreciation of the beauty around him; and by arousing his curiosity as to his surroundings.

We can help him to develop skills that he does not develop during the school year. For example, he can learn to cook outdoors, using material at hand for stoves. He can learn to take care of his physical needs. He uses native materials he finds at hand to make objects of use and satisfaction.

Today hundreds of day camps are operated throughout the country by individuals, group-work agencies, recreation departments, etc. The low fees in many of these make the opportunity for a camping experience available to all. Through such efforts many more of our children are learning to live and work together in the form of community living. We believe this experience will be carried over into later life so that the democratic processes of day camping will become the natural way of life of the former camper. This, it seems to me, is the main mission of day camping.

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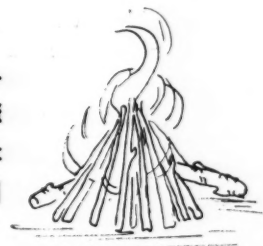
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Do you "build a fire" under prospective members when necessary, explaining types of membership, providing an application blank and helping fill it out and mail it? ..... ☐



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# Better Food Planning

**F**OOD IS an important subject in any camp. As has been stated by Elmer Ott, former ACA president, "From the camper's point of view food represents a major source of satisfaction or of dissatisfaction with his entire experience in the camp. From the standpoint of financial management food represents roughly 30 to 40% of the total annual operating budget. Viewed from the vantage point of camp program food plays a highly significant role. And, finally, the importance of food in the health of the camp is unquestionably central."

For all these reasons, frequent checking up on your camp's food and food-serving plans, equipment and methods is of considerable importance. It is also likely to prove quite rewarding in terms of better operation. Competent observers point out, however, that when checking up on themselves, camp directors should cultivate an attitude that is observant, objective, and open-minded.

Perhaps a logical approach to a food-service checkup would be to start with the subject of planning what foods are to be served, then discuss purchasing practices. Following these could be a checkup of kitchen equipment and layout, food storage, refrigeration and sanitation. Obviously, so short an article as this cannot hope to be complete. Yet, it is a fortunate fact that when one conscientiously follows even a partial guide to checking up, his thinking becomes attuned to the questioning process, and new avenues of inquiry constantly present themselves.

## **Food Planning**

*What foods should be served?* In approaching the new camp season, it is wise to recall foods which were particularly well received by campers, as well as those which last summer received only desultory acceptance. You can use this information in planning for 1953—always keeping proper nutrition in mind—and concentrate on well-liked dishes.

Acceptance or non-acceptance of foods is based on many factors, and it may be that some foods which campers say they don't like could be made more acceptable by change in method of cooking or serving, or by reshuffling menu combinations. Plan meals which offer a variety of flavors from day to day, so as to avoid monotony. Also, don't repeat the same general flavor in succeeding courses of the same meal. Flavor of many vegetables can be greatly enhanced by arranging schedules so they are prepared as shortly as possible before serving time, since many of these foods lose considerably from overcooking or standing.

Again, variation of food texture gives added interest to meals: avoid menus which are all or largely composed of soft foods; vary soft types with crunchy foods. Shape appeal and color appeal should also be borne in mind when planning meals to avoid monotony.

*Do you have standard recipes?* Use of standardized recipes is another way to assure that each time a particular dish is served it will be as good as the best time it has ever been prepared. Elimination of hit-or-miss recipes will go far toward achieving this purpose. If standard recipes are developed for all, or even only the most important, dishes served at your camp, you will be fairly well assured that the foods will taste the same every time they are prepared, regardless of who does the cooking, or how the cook happens to feel any particular day. Standard recipes should list every ingredient which goes into the completed product, the quantity, how and when added, and also every step in preparation, including cooking method, time, and temperature. A file of these cards, developed over a period of time, can be of great assistance both to the camp director and to the kitchen staff.

*Are you fully utilizing prepared foods?* Take advantage of the many prepared products which are currently on the market. Among these are mixes

for cakes, rolls, puddings, etc.; canned soups, vegetables, fruits, and some meat products; frozen foods; and other items of a similar nature. A definite plan of using these products whenever feasible can result in worthwhile benefits. They save time and labor in the kitchen, can make it possible to employ less experienced help for some operations, cut down on the delivery worries and extra preparation required when all fresh goods are being used, and assure uniform, constant quality.

*Do you buy scientifically and carefully?* Planned purchasing can often improve camp food quality and/or cost. Restaurant experts say there is little value to asking purveyors to quote you on, for example, "the cost of canned peas." In peas, as in practically every other variety of food, there are several different grades, all edible. Each is differently priced and suited to different uses. It is important to know which of the various grades, types or qualities you need most. This depends on your menu requirements, budget limitations, etc.

Camp directors will do well to shop neither for "price" nor for "quality," as those words are often construed. The important thing is to buy the quality which best fits your needs. If you can become familiar with all the different qualities so as to be able to make your own choices wisely, fine. If you have not the time or talent for delving deeply into food grades, be sure you give reputable purveyors full information about your camp and its needs, in order that they can advise you well.

A good purchasing guide contains these steps: (1) Plan your basic menus. (2) Decide what you need and how much. (3) Find out what the market offers. (4) Write down your specifications and offer them to your purveyor or purveyors. (5) Place your orders early, so suppliers will have ample stocks of the varieties you want, and time to work on your order before the rush sets in.

# ACA NEWS

## New National ACA Officers Chosen; Catherine Hammett Named President

Three new officers have been chosen to join with those whose terms continue in the administration of ACA. They are President Catherine T. Hammett, Vice-president Milton L. Goldberg, and Secretary Elizabeth Spear. The elections were conducted by means of ballots mailed to every Association member during January; announcement of the results was made early in February.

The new president is director of a private camp located in Vermont,



*Catherine T. Hammett*

while the vice-president lives in Los Angeles, where he is connected with a boys-work agency. The new secretary is a resident of New York, where she heads up camping for a national girls' organization.

The nominations committee, consisting of one representative from each region of the country and chaired by Elizabeth Brown, of Nashville, offered ACA'ers a double slate, making possible choices for each office. It is reported that the heavy number of ballots cast makes this one of the most active elections ACA has ever held. It was, however, a difficult slate for ACA members to choose from, since not only the successful candidates but the runners-up as well, were all well-known, able, and sincere workers for better camping.

### Has Had Wide Experience

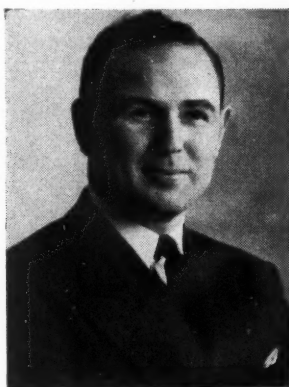
Miss Hammett, the new national president of the Association, is director of Derrybrook, a private camp located

Camping Magazine, March, 1953

near Londonberry, Vt., and devoted to the training of outdoor leaders. Kit was formerly director of the camping division at Girl Scout's national headquarters. She has been a member of ACA for nearly 20 years and, in addition to her professional camping work has served the Association on a voluntary basis in many capacities, most recently as national secretary. Her unique background of both agency and private camping, together with her long experience in ACA administration, should make her an ideal president to carry on the work of retiring president Herbert Sweet.

### Data on New V-P

Milton Goldberg, new agency camp vice-president of the association, is also



*Milton L. Goldberg*

widely known to many ACA'ers as a result of his service as general chairman and public relations ambassador for the 1948 national ACA convention held in Los Angeles. Professionally, Milt is associated with the Jewish Big Brothers Assn. and Camp Max Straus. He is executive director of the Big Brothers, and his camp operates on a year-round basis. He holds degrees from the School of Social Work of the Univ. of Calif., the School of Education of the Univ. of Southern Calif., and is also a graduate of Schiff National Training School for Boy Scout Executives. He was associated with the Boy Scouts before assuming his present post.

In addition to his professional work,

Milt finds time to give volunteer service to numerous professional and service groups and to teach a course in camping at Univ. of Calif. He has served ACA as chairman of its national Legislative Committee, in addition to other activities.

Mr. Goldberg will work in cooperation with Jack Cheley, ACA private-camp vice-president, whose term continues for one more year.

### New Assn. Secretary

Mrs. Elizabeth Spear of New York, the new ACA national secretary, is Camp Executive of the Camp Fire Girls, Inc. Herself a practicing camp director as long ago as 25 years, Mrs. Spear has successfully served the Camp Fire Girls in local, regional and, now, national capacities.

A native of Steubenville, Ohio, Mrs. Spear is a graduate of Steubenville Normal School and attended Wooster College, Kent State University and Ohio University, all in Ohio.

Mrs. Spear also holds a membership in the American Assn. of Group Workers.

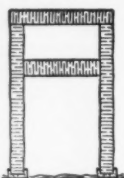
Her activity in ACA goes back several years. Prior to coming to New



*Elizabeth Spear*

York she was an active member of the Michigan Section, and she now serves with the New York Section. On a national basis, she has served the Association as chairman of its Health and Safety Committee and, more recently, she has been chairman of the national Program Committee.

In her work as ACA secretary, she will assume the duties formerly held by the incoming president.



The 'A'



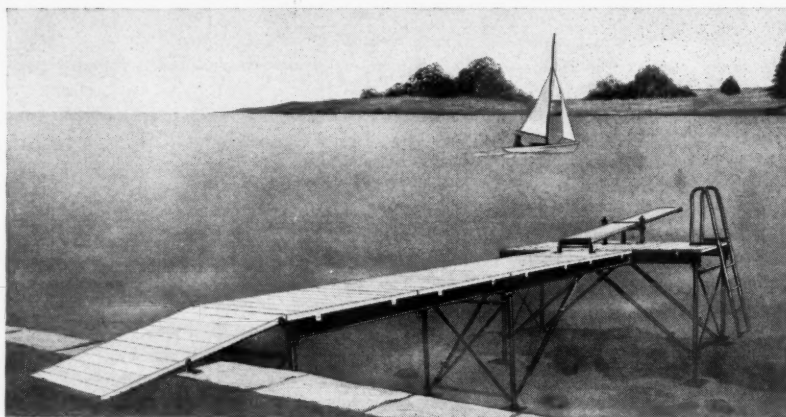
The 'L'



The 'U'



The 'T'



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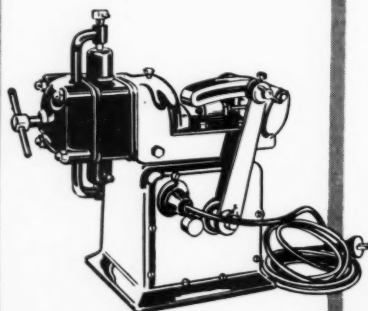
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# ACA NEWS

## Hugh Ransom Reports National ACA Activities and Plans

Since assuming responsibilities as Executive Director of ACA in October, there have been few idle moments. This is my first opportunity, between Executive Committee meetings, Board of Director's meetings, and Regional Conventions, along with preparing projects, reports and answering correspondence, to bring you a few of the highlights on what your ACA has been doing in recent months, and to thank the many people who have been so generous in expressing confidence and best wishes.

Your national officials and staff desire to be of as much service as possible to ACA members, Sections, Regions and the whole field of camping. The interest, concern and assistance of every ACA member is needed to make camping for those who attend our camps a happy, healthful, educational and rich experience. Your constructive suggestions will be welcomed by your national officials and staff. Please be patient, however, if your ideas and progress in some areas seem to be "turtling" along. Your national staff is small and ACA officials are scattered across the country, which is good but often slows up projects, programs and official action. Since one of the basic principles under which ACA endeavors to function is the democratic process, we invite your patience along with your ideas. Your national office is not an intangible hierarchy out in the midwest. Its function is to provide a coordinating service for ACA members, Sections and Regions to concertedly endeavor to extend and inspire "Better Camping for All." Let's move ahead together.

Here is a brief resume of what your ACA has been doing, and action taken.

### The Reorganization Plan

In 1949 a workshop was held to develop some recommendations that would make ACA more effective, by outlining and defining policies and procedures, and also provide a more efficient organization structure. Your Executive Committee spent most of two-and-a-half days in November discussing the plan. The report of the discussion was sent to ACA Sections

in January and action was taken on January 28 by the Board of Directors approving the plan in principle as revised by the Board. Not, however, without a lot of good and desirable questioning and discussion. As much of the plan as possible will be put into effect this spring. Other provisions will require constitutional changes. It will take quite a while completely to effectuate the plan but there is little question that we now have a blueprint to guide up toward a more efficient and effective ACA.

### Implementing Standards

In October, Stanley Michaels, former president of the Michigan Section, was appointed chairman of the National Standards Committee to replace Hedley S. Dimock who "went West" to San Francisco on a year's leave from George Williams College. Stanley immediately called together a core committee from the following Sections—Wisconsin, Chicago, St. Louis, Indiana, Western Pennsylvania and Michigan. The committee met in Detroit early in December and began to make the wheels go.

They drafted some Steps of Procedure to aid Sections in moving ahead on implementation, discussed revising the Report of Practices, proposed a method of evaluating camps and planned a Standards Workshop to be held at Philadelphia in conjunction with the Region II Convention.

From the workshop, which had par-

### Don't Miss Any Issues

ACA sends every issue of *CAMPING MAGAZINE* to every member who keeps his dues paid up. So that you won't miss any issues, the date your membership renewal is due is shown on your address label. Look at the label; if it shows a date within the next two months, send your renewal check NOW! It takes time to process all the memberships, and we want you to receive your ACA services without lapse.



BY HUGH W. RANSOM,  
*Executive Director of ACA*

ticipation of 34 persons from 15 Sections of ACA, some very helpful guides and procedures were developed which were submitted to and approved by the Executive Committee. A brochure on Implementation of Standards is already "in the mill" and will be sent to Sections soon.

### Publications

In addition to publications already under way and described elsewhere in this issue in an article by Publications Committee Chairman Hugh Allen, other brochures are needed on School Camping, Family and Adult Camping, Visual Aids, Specialized Service Camps, Farm Camps, Work Camps, Church Camping, Camp Music, etc. It is hoped that groups, schools or Sections will tackle some of these projects and will submit their material to ACA for consideration to be printed and distributed to members.

### Membership

Miss Marjorie Cooper, Chicago Camp Fire Girls, is the new National Membership Committee Chairman. Her committee has developed plans for experimenting with five Sections of ACA to process their membership through the National Office. A new application blank has been printed and is in use. A system of replying immediately to new and renewal members has been developed. A new brochure interpreting the Association has been printed. A new addressing machine has been purchased. The machine will arrive in April, and it is anticipated that by summer we will be well on the way toward having a more efficient and accurate method of handling memberships and mailing lists.

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## ACA NEWS

### Nominating Committee

T. R. Alexander, Pittsburgh YMCA, and president of the Western Pennsylvania Section, has been elected chairman of the National Nominating Committee. He will work with the seven Regional members elected by the Regions. He and his committee will begin their work this spring, review present practices, suggest improvements and prepare a ballot to be ready this fall. Elizabeth Brown, Nashville, Tenn., outgoing chairman, will be asked to help in working up a manual for this committee.

### Looking Ahead

In addition to the successful completion of the 1953 Regional Conventions, interpreting "Better Camping for All" during Camp Week (April 20-26), and the anticipation of an outstanding National Convention in New York City (February 2-6, 1954) there are several projects under way about which you may be interested in knowing.

(1) Higham, Neilson, Whitridge and Ried report that returns have been very good in the joint study with ACA on *Cost of Camp Operations*. They will probably have a report for distribution by May.

(2) A committee is completing and testing *Day Camp Standards* this spring and summer. The standards will, no doubt, be ready to be considered and possibly adopted at the Council of Delegates meeting at the National Convention next February.

(3) Your ACA Executive Committee voted in November, 1952 to begin preparing a *Directory of ACA Member Camps*, aimed toward being available by the National Convention to be held in New York City, February, 1954. If your camp does not hold an ACA Camp I, II, or III membership, you may want to consider doing so soon in order to be included in the directory.



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values and benefits that boys and girls can derive from camping. Spiritual, emotional and physical development, and the maturing of boys' and girls' social attitudes and behavior are dealt with fully. Shows how camping builds democratic citizenship, and promotes vocational and avocational interests.

You'll also use this book to help in evaluating your own camp programs. The authors are a husband-wife team, both successful camp directors in New England. Both are members of the ACA and the New England Camping Association. \$2.50

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Camping Magazine, March, 1953

# ACA NEWS

## Hugh Allen Gives Data On ACA Publications Committee

By HUGH ALLEN  
Chairman, ACA Publications  
Committee

During the last two years the relationship of your Publications Committee to the publishing staff of our Association magazine has been marked by a high degree of satisfaction and pride in the product that we know as *CAMPING MAGAZINE*. The experience has been highlighted by the response to the readership survey conducted by the Committee in relationship to the editorial content and advertising policy of the magazine. The result was most pleasing and we are grateful to those who took time out from busy schedules to express their point of view and suggestions in regard to the magazine. Covering the broad field represented by *Camping in America* is indeed a difficult task, but the breadth of the subject matter in the magazine, plus the vital notes in regard to Section activities, as well as the overall concerns of the *Camping Association*, has gone ahead steadily.

The Publications Committee, in addition to its concern for the magazine, is engaged in a continuous effort to bring new publications to the members of the Association. The increased effort of the National Office in this regard has aided tremendously in bringing to publication, or near publication, a number of pieces of literature.

Now being distributed to the organization's membership is *Camping at the Mid-Century*, a census of organized camping, culminating a long period of data gathering. The Lilly Study Committee and particularly the efforts of Dr. Robert McBride have brought this valuable census into being.

Newly reprinted for general distribution to the Association is *ACA Camp Standards*.

Ready for printing now, is a pamphlet produced by former ACA president Reynold E. Carlson and students at Indiana University, to be known as *Which Camp For Your Child?* This will be in the hands of the membership in the near future, with large quantities to be made available to camp directors for use with parents.

Another forthcoming publication is an informative pamphlet on *The American Camping Association*, being prepared by the Membership Committee of ACA under the chairmanship of Miss Marjorie Cooper.

Plans are also under way for publication of a brochure on *Camp Administrative Forms*, which will include such vitally important forms as health, application and appraisal of staff, parent information blanks, samples of job descriptions and many others.

A projected plan is one for the preparation of a book, under the auspices of Association Press, to be known as *Readings in Camping*. It is hoped that this will become a reality soon.

The Publications Committee is on the alert for publications of organizations related to the camping field that may be made available through the National Office. Two such items now available are *Camp Safety Digest* and

*The Nurse in the Camp Program*. Suggestions for other publications are welcome and may be sent either to the publications chairman or to the National Office.

As your Committee moves ahead to prepare more informative and educational literature for publication, it is our hope that Section publication chairmen will call steadily on the material made available through the National Office so that adequate supplying of their Sections may be effected. Your Committee also will appreciate receiving from the Sections worthwhile materials which may be too lengthy for *CAMPING MAGAZINE* or of a nature that does not lend itself to that publication.

It is through the continuous efforts of individuals and groups in our association that we may be able to upgrade our publications, both the magazine and those issued through the National Office. This constitutes one of the most important ACA services to our membership and further illustrates the importance of a strong national organization.



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## Regions V, VII Announce Speakers



*Douglas Monahan*



*Barbara Ellen Joy*



*John Wanamaker*

**Region V** Convention on April 30-May 2 at the American Baptist Assembly, Green Lake, Wisc. will hear several outstanding speakers. Ethel Bebb, director of the Department of Education, *Redbook Magazine*, will be moderator for a general session panel on "Specialized Camping Trends."

Douglas Monahan, Youth Work Secretary of the Illinois Area, National Council YMCA, will speak at the Wisconsin conference. Mr. Monahan is active in several boys' work groups, the author of books for and about youth and has served as a guest lecturer.

The convention program also includes a talk by Barbara Ellen Joy, past-president of ACA, director of the Joy Camps and one of the five people honored with the first ACA "All-American Award." Another featured speaker is John F. Wanamaker, professor of biology at Principia College, director of the Nature Institute held near Brevard, N. C. for training nature counselors and director of a woodcraft camp near Ashville, N. C. Mr. Wanamaker has also been active in conservation work and in the Boy Scouts.

**Region VII** Convention to be held March 10-13 at Timberline Lodge, Mt. Hood, Oregon, will include addresses by Rudolph M. Wittenberg, Hugh Ransom, Executive director of ACA, and Jack Cheley, ACA vice-president. Other featured speakers will be Rabbi Julius J. Nodel and Charles Van Winkle, Pacific Camping Federation president.

In addition to the speakers the convention program committee has scheduled several panel discussions of interest to all camping people. Some of the outstanding panels will consider Day Camping, Trail and Trip Camping, Co-ed Camping, Camping for the Handicapped, and Family and Adult Camping.

The mountain setting of Timberline Lodge lends itself to demonstrations of winter camping skills, and, of course, to plenty of fun for all ACA members who attend the convention.

Areas which will send representatives to the Region VII conference are: Washington, Montana, Idaho, Wyoming, California, Nevada, Utah, Oregon, Arizona, and Hawaii.

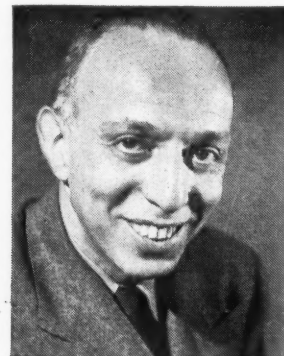
*Jack Cheley*



*Ethel Bebb*



*Rudolph Wittenberg*



## ACA NEWS

CAMPING MAGAZINE would appreciate it very much if all Sections would send us reports of meetings, workshops, etc. so they can be reported in the magazine. One outstanding bulletin received in this office is Michigan's "Woodpile." This attractively gotten up news-letter contains announcement of meetings, convention publicity, reviews of books and pamphlets, and short articles on camping by Section members.

Mrs. Katherine Wiles and Arthur J. Lusty, Jr. edit the "Woodpile."

### REGION I

New England Section's new officers are: President, Mrs. V. Verity Smith; Vice-president, Rev. W. G. Berndt; Secretary, Miss Ruth Hahn; Treasurer, Mr. Oscar Elwell; Assistant Treasurer, Mr. Arthur Hayden.

The Section will hold a Health Symposium at the Children's Medical Center in Boston on May 23.

The first school system to become a member of the New England Section was the Newton system. The Section feels that this is the first step toward broadening the school camping program in the area.

### REGION II

Central New York Section held its mid-winter meeting in Syracuse on January 22 in connection with the New York State H. P. E. & R. Assn. A panel on School Camping was held during the afternoon meeting. Thomas Desmond, William Wadsworth, and Ed Ellsworth conducted a discussion on Winter Camping at the dinner meeting. A business meeting followed and detailed plans were approved for the Section's annual Upstate Camp Conference on April 16-17 at the YMCA in Syracuse. Dr. Frank Lloyd will be keynote speaker of the conference. The theme of the meetings will be "Objectives of Camping."

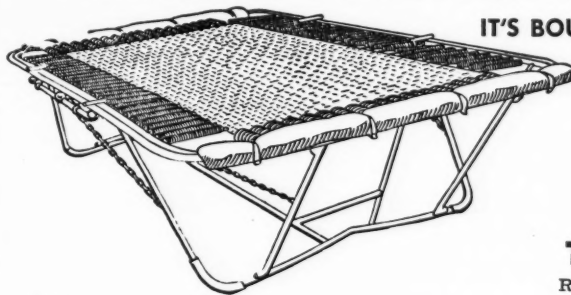
New Jersey Section held its monthly dinner meeting at the YMCA in Orange on February 11. Program chairman Frank Ramsey demonstrated the use of sociometrics in improving human relations in camp.

New York Section held an all-day meeting on February 28 at New York University. In the morning session a discussion of "The ACA in Action"

Camping Magazine, March, 1953

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## ACA NEWS

was held. The afternoon was devoted to workshops on New York Section activities.

### REGION III

Lake Erie Section held a meeting on February 10 in the YMCA in Cleveland. After a business meeting a panel on "Improving Our Camp Programs" was held.

Marion Burns was elected acting chairman of the Akron Division of the Lake Erie Section until the regular election in May. This group is being organized to better serve ACA members in the Akron area.

### REGION V

Chicago Section met on January 26. The Staff Training Committee reported that a full day of training will be held at the Winnetka Community Center in April. The Section's March meeting on health is scheduled for the 19th.

Wisconsin Section held its first 1953 meeting on February 13. The afternoon and evening meeting featured panel discussions, talks by Dr. Harry Edgren, Channing Briggs, and Gunnar Peterson, and a program on "Building Group Morale."

### REGION VII

Southern California Section has taken the important step of establishing a Camp Bureau under the able leadership of William Goodall as Executive Director. This Bureau will function under the direction of the Welfare Council of Los Angeles and the Southern California Camp Assn. The priority jobs being undertaken by the Camp Bureau are: 1. Publication of a camp directory including all camps in the Southern California Section; 2. Operation of a "Kids to Camp" campaign as a centralized effort to encourage camperships for deserving youngsters; 3. Implementation of the many recommendations which came out of the "Camps and Campers" study.

A very successful general membership meeting was held at the Hollywoodland Camp on February 4, 1953. Mr. Goodall was the keynote speaker of the evening. Norman Miller and Jim Flanders reported on the National ACA Board of Directors meeting held in Philadelphia.

—J. Grant Gerson

Camping Magazine, March, 1953





## Adventuring - With a Camera

BY FRANK GEHR

**T**HE CAMERA is a tool that can be used to great advantage in a camp. When used as a tool to enlarge the camp program a camera becomes a helpful item.

All campers are explorers at heart. Like Dad on a hunting trip or Mom on a shopping tour, they too want a trophy to display. A worthwhile picture is that trophy. Regardless of the subject, or the kind of camera, the combination can produce that trophy to be looked upon with pride and fond memories.

Too often campers will rush around snapping every thing in sight, little heeding the rules of the game. They naturally end up with such poor results that discouragement causes the camera to be discarded.

Yet planned instructions on how to follow a few simple rules (these are often given with each roll of film) will help to bring results to delight the eye and the mind. A good picture can fill that trophy-hungry spot on the wall in the room back home and give a lift to the camper, enabling

him to relive camp with imagination during the time he is far from camp.

While a camper is developing the trait of looking for better things to

photograph he also develops a more discriminating attitude toward life. That is where the camera comes in as a most important tool in camping.



That's right, UNIVEX offers you 5 new features in '53. It's a new UNIVEX designed for ruggedness, speed and precision. Pour 'em . . . don't peel 'em in '53. Try the new UNIVEX and watch 20 lbs. of smooth, glistening potatoes come pouring out in just one minute. Will save you time and money — as well as labor and vegetables. Go UNIVEX in '53.

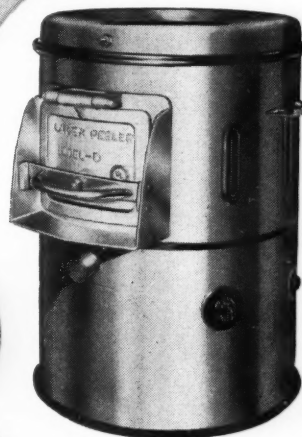
UNIVEX PEELERS are GUARANTEED for 1 YEAR

### 5 SUPERIOR FEATURES:

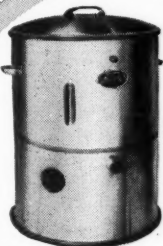
1. Quieter operation and longer life with the new Univex Flexi-Drive.
2. One-twist lubrication with the new external grease fitting.
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ALL THESE NEW FEATURES . . .  
AT THE SAME LOW PRICE  
(Both Models D and C are portable)

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Model D



**\$107<sup>50</sup>**  
Model C



**UNIVERSAL INDUSTRIES**  
372 MYSTIC AVENUE—SOMERVILLE 43, MASS.

### Health, Safety Hints Given

One state health department has listed camp violations of health regulations, in the following order of their frequency: water supply, food supply, hand washing facilities, privies, sleeping accommodations.

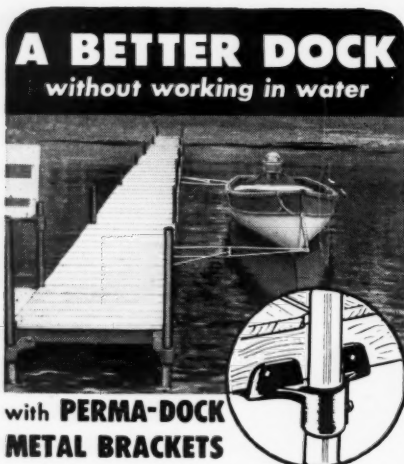
After an accident or an outbreak of illness, one of the most important steps to take is to study the occurrence and determine how it happened, why it happened, and how you can keep it from happening again.

In some states camp directors have had very good success with inviting state policemen to visit their camps and give talks and demonstrations on safe use of firearms and other safe rifle-range practices, on safe methods of riding in camp trucks, etc.

—from a N. J. Section Meeting

Camping Magazine, March, 1953

**A BETTER DOCK**  
without working in water



with **PERMA-DOCK**  
**METAL BRACKETS**

Every waterfront camp knows that keeping docks and boats in good condition is of first importance. "PERMA-DOCK" Metal Brackets provide a quick, easy method for putting up and taking down a stronger, safer dock without working in water! The "PERMA-DOCK" method makes a low cost dock—easy to adjust for changing water levels—none safer or more practical at any price. Built in sections, it is easily adapted to any dock layout and safely holds moored boats and other waterfront equipment. Simply build wooden dock sections on shore, attach "PERMA-DOCK" Metal Brackets and float into place on boat. Then stand on dock and drop steel pipes through brackets and drive into place. Brackets lock securely on pipes with set screws.

**"PERMA-DOCK" MOORING BARS**  
(shown in photo above) hold boats so they ride waves easily, safely, cannot bump dock.

### FREE CIRCULAR

and price list on "PERMA-DOCK" Metal Brackets and Boat Mooring Bars sent on request. We sell direct or through established dealers.



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**DEPENDABLE CRAFT SUPPLIES**

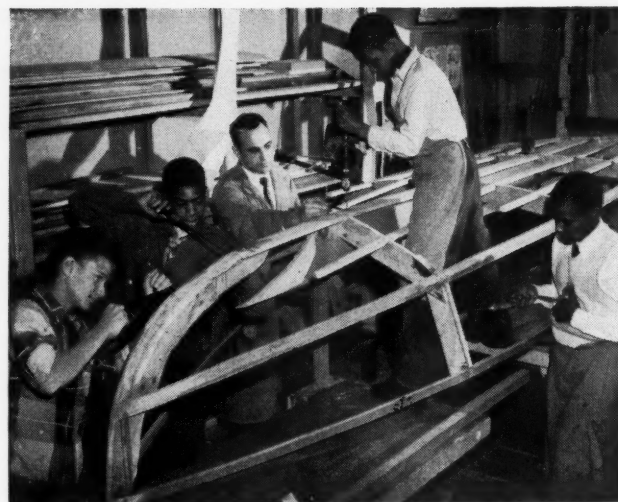
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WHEELING W. VIRGINIA



N. Y. World-Telegram

## Waterfront, Craft Skills Used in Boat Building

**O**PPORTUNITY to integrate waterfront and craft programs, in such a way as to improve both, is available to practically every camp whose location is such as to make boating, canoeing and/or sailing possible.

The waterfront area, in most camps, is just about the most popular spot on the property (although some might argue for the dining room, especially in boys' camps!) The problem often is how to schedule available equipment so that everybody gets an equal chance to use it, and so that the time available for each camper is sufficient to make possible real instruction and skill improvement. Still, addition of large quantities of ready-made boating equipment frequently seems prohibitive in expense.

A large part of the cost of enlarging one's camp fleet can be overcome, and at the same time a new and challenging craft activity offered, by having campers build their own boats. That the work is not beyond the capabilities of senior campers is indicated by the picture above, which shows a group of Junior High School students in New York City eagerly at work building their own small craft, under supervision of David Kobrin, school wood-working instructor. A further fact which makes the idea of boat-craft projects feasible for camps is that a considerable number of manufacturers now offer pre-cut boat kits in a wide variety of sizes and types. Prices of the kits reflect the fact that both assembly and finishing operations are left to the users. Most kits come complete with screws, glue, and instructions, so that

the builders need only tools normally on hand.

Kits are available all the way from six-foot flat-bottomed affairs which will delight the camp's small fry as they paddle them around in shallow water, on up through the usual run of row-boats, skiffs, sailboats and even (for those interested in more intricate projects) motor boats. Prices quoted begin at under the \$40.00 mark and range upward according to size and type of craft chosen.

Among advantages which it would seem reasonable to expect from a program of this type are:

1. Enlargement and improvement of the camp's fleet at modest expense.
2. Justified feeling of achievement on the part of campers who have helped build their own boats.
3. Added impetus to study and practice of good seamanship, because campers are using "their own" equipment.
4. Eagerness of campers to return to camp another year, to see again the boats they have constructed.
5. Greater appreciation of desirability of taking good care of equipment which campers have themselves built.
6. Greater opportunity for each camper to use the enlarged camp fleet.
7. Provision of a challenging and worthwhile work experience within the capabilities of the campers.

Addition of boat-building would seem to be well worth considering when planning your 1953 program. The editors have prepared a free list of suppliers of boat kits, which will be sent any reader on receipt of a stamped, self-addressed envelope.

Camping Magazine, March, 1953



## **A RIFLE RANGE WILL DO WONDERS FOR YOUR CAMP**

A properly conducted rifle range is a real camp asset. National Rifle Association affiliation provides everything needed for a successful shooting program — a complete package with range construction plans, instructor placement service, instruction manuals and campers handbooks, a whole series of qualification awards, and nationwide competitions for team and individuals.

Here's an activity traditionally associated with outdoor life, a sport campers thrill to, and a program which delights camp administrators by minimizing staff planning.

*For additional information write to*

**CAMP SECTION**

**NATIONAL RIFLE ASSOCIATION**

1601 RHODE ISLAND AVENUE N.W., WASHINGTON 6, D. C.

# **PROTECT YOUR CAMPERS**

## **LET US PAY THE MEDICAL BILLS FOR *your* CAMPERS**

**A streamlined service designed for  
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**Prompt, courteous** attention given all  
arrangements and claims.

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Each Film 16 mm. Sound in Color

For information write:  
Colonial Williamsburg Films  
Department CM, Box 548  
Williamsburg, Virginia



Plug C

**P**LUG CASTING developed into  
one of the most interesting sports  
organized at the Pittsburgh Boys' Club  
camp last summer reports Frank A.  
Baumann, athletic director of the club.  
The sport appealed to boys of all ages  
and sizes, with some of the younger  
and smaller boys becoming champions.

Plug casting may be set up for  
tournaments with competition and in-  
terest running high but camps will  
find that it is also a sport that will  
hold campers' interest by the fun and  
skill involved.

**Equipment**

1. Campers may have their own rods  
and reels or the camp can supply  
them.

2. Any suitable platform about 24  
feet long and 18 inches above the water  
may be marked off showing the fol-  
lowing distances to target rings:

40-50' 50-60' 60-70' 70-80'

3. Markers are placed at intervals  
across the platform, indicating the  
distance of the cast to be made from  
that point. Casters start at the left and



*Velva Sheen*  
**CAMPWEAR**

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SWEAT SHIRTS  
JACKETS  
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PENNANTS  
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Try a new activity that  
is fun for all ages—

## Casting

move toward the right of the platform after each cast, thus having opportunity to aim for targets at several different distances.

4. Target rings are 30 inches in diameter and may be made from any suitable material. Rims from bicycle wheels are sometimes used. They are anchored in the water at the distances designated. Any stone or brick is sufficient to hold them in place. It is suggested that for the first year five rings are sufficient, through the second year, ten rings may be used. It is suggested, too, that rings be painted different colors.

Camp directors will find that many localities have casting clubs that will be able to give expert advice and instruction in the activity.

### Indoor Casting

Plug casting is not limited to fair weather. Indoor casting can take place in any building with a high enough ceiling. Rings, painted on canvas or other material, will serve as casting targets.

If a camp is interested in setting up tournaments, local groups such as the Rotary, Kiwanis, or Lions may be interested in donating prizes. Casting clubs in the area will be helpful in determining contest rules and judging. The Boys' Club Camp of Pittsburgh held elimination tournaments in camp in preparation for a city-wide tournament. Mr. Baumann reports that both campers and parents were very interested in this program.

The relative low cost of the equipment, the wide range of campers that can enjoy the sport, and the adaptability of casting to the camp program, makes plug casting a worthwhile addition to camp programs.

Camping Magazine, March, 1953

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for FIRST AID, for EMERGENCY  
for DISASTER, for DEFENSE

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for immediate and easy  
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an abrasion, and other  
surface injuries.



## VASELINE STERILE PETROLATUM GAUZE DRESSINGS

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- No. 1: 3" x 36"  
(6 in carton)
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(12 in carton)
- No. 3: 6" x 36"  
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source of medical supplies

have been adopted by surgeons as standard procedure, by nurses as preferred matériel, by professionally-trained aid personnel as the compact, ready-made, ready-to-apply dressing of their choice.

Specify these superior dressings in  
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## personalized PLAYHATS

"for campers *Fun in the Sun* needs"



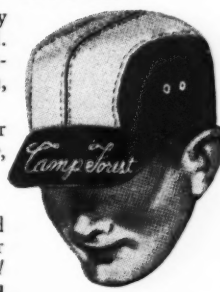
Magnolia

The **MAGNOLIA**—A jaunty, nicely tailored crew hat of fine quality twill. Red-white, navy-white, forest green-white; also solid red, navy, green, white, pale blue denim.

The **ADMIRAL**—A new model visor cap in twill. Solid red, navy, white, pale blue denim. Solid colors only.

Sizes: small, medium and large.

**YOUR CAMP NAME** embroidered on every hat. Use as official hat or place in camp store. *Proven popularity!* Price to camps: \$10.80 per doz. Send for sample (enclose 50c for handling).



Admiral

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Address—July and August

293 Commercial St., Provincetown, Mass.







## CAMP

### EQUIPMENT

### FURNISHINGS • SUPPLIES

glassware—dishes—cutlery—bedding  
 —kitchen utensils—ranges—potato  
 peeler—mixing bowls—rubber matting  
 —waffle irons—coffee urns—food  
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DON sells 50,000 items for camps and other places where people sleep, eat, drink, play.

**Prompt Shipment is a DON Policy!**

The DON NEWS, published throughout the year, will keep you informed as to the latest in time-saving, labor-aiding equipment for your camp. Send for your free copy.

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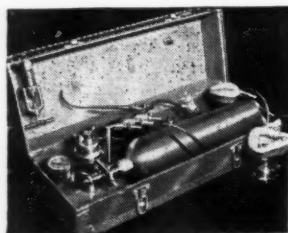
Protect them this  
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### DROWNING . . .

and a hundred other  
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happen in camps

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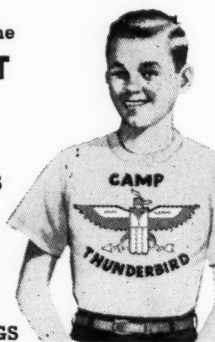
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SCARFS

LAUNDRY BAGS



Sportswear featuring camp insignia and lettering in official colors that are guaranteed washable; won't crack or peel. Due to enlarged production facilities high quality has been maintained with prices lower than last year.

## Victoria Products, Inc.

512 Lucas

St. Louis 1. Mo.

WRITE FOR COMPLETE PRICE LIST  
AND LITERATURE

## Rodenticide Promises End of Rat and Mouse Damage

A rodenticide known as d-CON, packaged in bulk and developed especially for use in hotels, restaurants, camps and institutions, is now being offered by The d-CON Company, Inc., 112 E. Walton St., Chicago 11.

The company points out that each rat costs \$4.00 a year to feed and does over \$20.00 worth of damage, in addition to spreading contamination. Specific information on rodent control in various types of locations is available on request to the company.

## Aluminum Craft Metal Returns to Market

Mirror finished aluminum craft metal is again available, reports the Craft Division of Metal Goods Corp., 640 Rosedale Ave., St. Louis 12. The company will supply the material in both circles and rectangles, and in a variety of popular sizes and gauges.

A 12-page, profusely illustrated pamphlet titled "The New Way to Make Aluminum Trays and Coasters" is offered to camp executives who will write for it.

## Seidel's Offers Trail Packets In Meal Unit Kits

A new product, designated Meal Unit Trail Packet Kits, is now being offered as an additional service to camps by Ad. Seidel & Son., Inc., 1245 W. Dickens Ave., Chicago 14. The kits consist of various individual products, individually and sturdily packaged, and providing three complete meals for four persons. Preparation consists only of adding water and cooking.

Selections may be made from six different menus; information on menus available, prices, etc., will be supplied any interested camp person by the company.

## Sewage Treatment Designed To End Camp Problems

Elimination of sewage-disposal problems and safeguard of camp sanitary conditions is the aim of a new product, called Enzymatic, offered by N. O. Nelson Co., Department XY, Box 3265, St. Louis 10, Mo. Described as a biological enzyme compound aimed at more complete digestion of sewage



# Camp Suppliers

matter, the product is said to be easy to use and equally appropriate for treatment of septic tank, cesspool, pit privy and grease trap wastes.

When Enzymatic is used, the manufacturers state, it is unnecessary to pump out tanks for a period of 10 to 20 years. Additional data on the product's use in camps will gladly be supplied by the makers.

## Leather Lounging Slippers Made from New Kit

A new handicraft item known as Slip-R-Kit is being introduced by the Stamler Shoe Co., Davenport, Iowa. It is a kit containing 10 different parts from which campers may fashion a pair of sturdy leather lounging slippers without use of any tools.

The slipper kits are available in a wide range of sizes, and are said to be economical in price and high in crafts appeal. Full information on request.

## New Handy Light Has Multiple Uses

What would seem to be an ideal item for all campers is the new Berc Wonder-Lite. It is described as being suited to multiple duty as either a flashlight or, in the camping off-season, as a bicycle light. Clips and handles built into the light enable it to be carried by a bail handle, clipped to one's belt, snapped to bicycle brackets, mounted on a door, etc.

Of rugged, all-metal construction, the light weighs only 11 ounces and costs less than \$2.00. Writes Dawes Distributors, 5-7 Bow St., Cambridge, Mass., for details.



The National Society for  
Crippled Children & Adults, Inc.  
11 S. LaSalle, St., Chicago 3, Ill.

Camping Magazine, March, 1953

# Control INSECT PESTS

flies . . . gnats . . . mosquitoes

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**TIFA**

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applicator

1

See your "Custom Fogger"—the man\* who gives local TIFA service. Hundreds of camps keep insect free with TIFA.

\*Name sent on request.

2

Or—OWN YOUR OWN TIFA! One-man operated. Portable. Blankets area with insecticidal fog. FOR 8 YEARS THE BEST BY TEST.

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## Campers' Favorite Project!

### MAKING OSBORN MOCCASINS

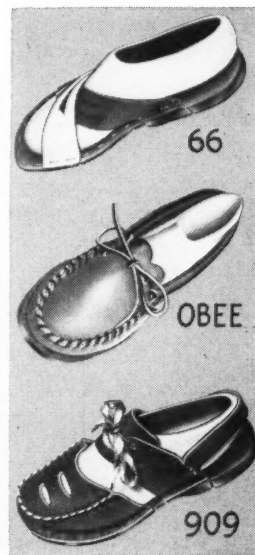
NO. 66 "SANDALETTE"—Perfect for beach, woods, paths and lounging wear—for boys, girls and women. Protects feet from infection. No tools needed. Easy-to-follow instructions with each part. Good quality composition soles. Attractive yellow or red uppers. Green lace. Pair: \$1.95. 6 pair: \$1.80 pr. 12 pair: \$1.75 pr.

"OBEE ACE"—Top grade, moccasin, genuine leather with composition soles punched for lacing. Uppers stitched to soles. Brown only. Sizes 3 to 12. Each pair packed in attractive box. Complete with lacing, pattern and instructions. Pair: \$3.25. 6 pair: \$3.00 pr. 12 pair: \$2.75 pr.

NO. 909 "MOCC'S"—Full grain Elk leather pre-punched for easy assembly. Sturdy composition soles, grooved and rigid for comfortable, non-slip wear. Orthopedic type heel for arch support. Women's and girl's sizes 4-5-6-7-8. Red, brown or "Poni" two-tone combination. Pair: \$2.95. 6 pair: \$2.75 pr. 12 pair: \$2.70 pr.

INDIAN SEED BEADS—Cabinet of 36 bottles of Seed Beads. 11 colors. Approx. 900 beads per bottle. Cabinet: \$6.50. Instruction Book: 10c.

AUTHENTIC INDIAN STAMPS—Durable brass stamps with real Indian meanings. Kit of 18 different designs: \$8.00.



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Never will you buy such value for so little money!



25 person capacity, 10' x 5' x 12".  
Approx. 300 lbs. Gov't. surplus.  
Limited quantity, order today.

**ONLY \$20.00**

50 person capacity, 12' x 7' x 15".  
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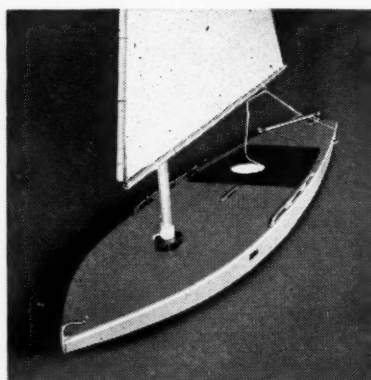
Box 533C • Route No. 46 • Rockaway, New Jersey

Free circular on war surplus bargains and camping equipment.

## Sailfish® ... Tops for Safety, Performance, Low Cost

This summer, thrill your campers with a fleet of swamp-proof racing SAILFISH. For an exciting shop project, have them assemble the boats from low cost SAILFISH Kits. Or, buy them factory-finished for a fraction of what most sailboats cost. Easy to sail. Completely portable. Care-free maintenance. Write today for literature and special camp terms!

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Leathercraft  
Craftstrip  
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Beadcraft  
Paints  
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All camp  
craft supplies,  
materials.

Big, new craft catalog. Send 25c to cover cost of handling and mailing. Refunded with first order of \$5.00 or more. Special consideration given camp and institutional inquiries.

**LeisureCrafts**

907 South Hill St. Los Angeles 15, Calif.

## Play Equipment Sizes Recommended

Recommendation that camp playground areas should incorporate a primary area for children up to six years old, a junior area for those from six to 10, and a senior area for youngsters 10 and over, was made recently by Norman R. Miller, vice-president of American Playground Device Co. Mr. Miller also pointed out that apparatus should be sized and designed to intrigue the interest and develop the abilities of these distinct age groups.

In early childhood, he said, the larger muscles of the trunk, legs and arms are more developed than the smaller muscles of the hands and feet. At this stage boys and girls need, beside running and jumping activities, exercise such as is well supplied by numerous climbing devices.



Four basic units of play equipment, in the order of their importance and popularity, were listed as swings, slides, climbing devices and see-saws. Additional units described as ideal for older children, especially those who have reached the awkward stage and need exercise that will develop skill and coordination, included horizontal ladders, parallel bars and trapeze bars.

Recommendations as to size of unit to be installed in each of the different areas are as follows:

Equipment Item	Primary 2-6 yr.	Junior 6-10 yr.	Senior 10-over
SWINGS			
HEIGHT	7-8'	10'	12-14'
SLIDES			
HEIGHT	5-6'	8'	10-15'
LENGTH	10-12'	16'	20-30'
CLIMBING DEVICES			
HEIGHT	7'	7'9"	9'9"
SEE-SAWS			
LENGTH		10'	12'
WIDTH		10"	12"
HORIZONTAL LADDERS			
HEIGHT		6'	7'6"
LENGTH		12'	16'
TRAPEZE BARS			
FRAME HEIGHT			7'6"
BAR HEIGHT			Adjustable
PARALLEL BARS			
HEIGHT			5'
LENGTH			10'

Camping Magazine, March, 1953

## Try a camp

### Cooking Club

Have you a Cooking Club at your camp? Some camps have, much the same as they might have a darkroom for the photographic enthusiasts, or a craft program for those who like crafts. Moreover, they report that the cooking club is an activity well received by both boys and girls.

Certainly, cooking is a skill which can have real value to practically every person. And a Cooking Club offers many opportunities for campers to learn important lessons about the value



of working together and also about individual responsibility, especially if, as is done at some camps, the particular cooking project of the day is broken down into several separate operations, which are then parcelled out to individual campers or teams of two or three. Unless everyone does his part of the job when and as it should be done, the result is rather likely to be unhappy for the eager learner-cooks who wait impatiently for that first taste of the concoction they have helped produce!

Just to get you started, here's a very simple recipe which could be used with even youngest campers, or as the first project of a cooking club for middler campers. It appeared originally in the *Christian Science Monitor*.

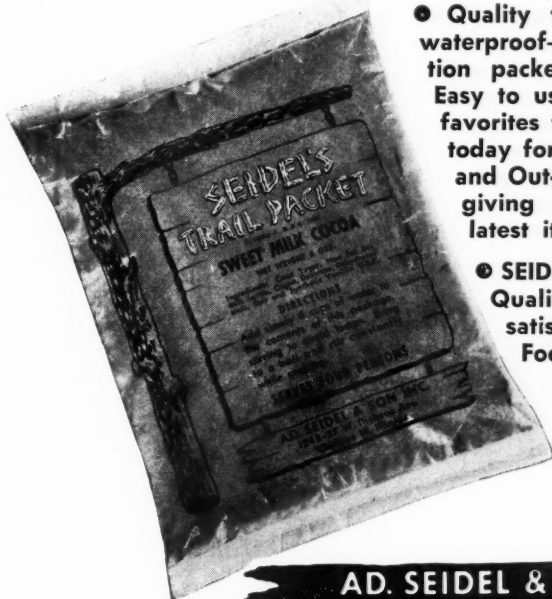
"SURPRISE CANDY SQUARES—Line the bottom and sides of a 8 x 10 inch pan with waxed paper. Melt eight ounces of semi-sweet chocolate, chopped or bits, over hot but not boiling water. Pour half of this melted chocolate into the pan; cover with six marshmallows cut into pieces, and one cup of crisp, sugared corn cereal. Spread the rest of the melted chocolate over the top.

"Set in cool place to harden. Cut into bars about 2 x 1½ inches. This recipe makes 12 bars."

Sound good? It can be good program, too, if you make these Surprise Candy Squares the beginning of your Camp Cooking Club next season.

Camping Magazine, March, 1953

## TRAIL PACKETS for your canoe, mountain, pack, and wilderness trips.



• Quality foods in lightweight—waterproof—polyethylene—4-portion packets . . . Convenient—Easy to use . . . Over 20 menu favorites for EVERY meal! Write today for "Trail Packet Circular" and Out-of-Camp Menu Planner giving detailed information—latest items.

• SEIDEL'S "institutional size" Quality Foods always add satisfaction to your Camp Food Service—a COST CHART and price list are available on request.

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WOVEN NAMES

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## Good Camp Lighting

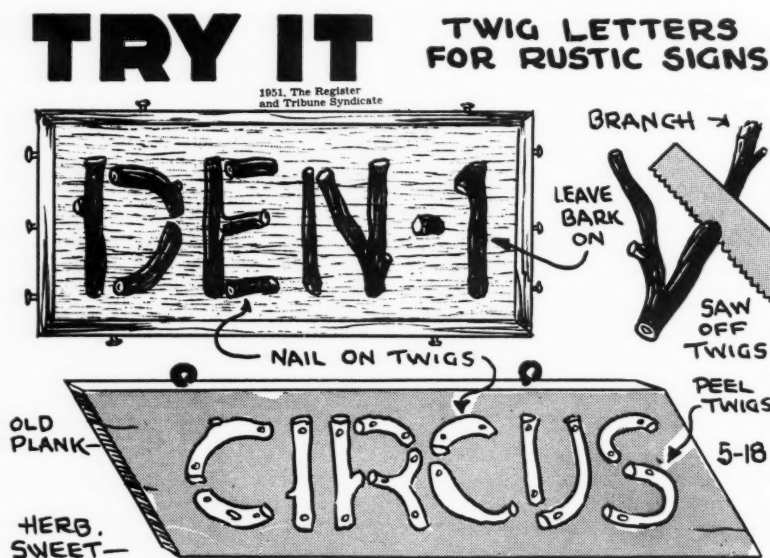
**H**OW'S THE ELECTRIC lighting situation at your camp? Are there areas in and around camp where you are dissatisfied with present conditions? Are you wondering whether to replace some fixtures this year, and with what? Then you will probably be interested in and helped by the following material which was prepared for CAMPING MAGAZINE by Julian Salomon, nationally known camp planner, in answer to questions submitted by a reader.

Fluorescent lights will be the least expensive to operate but regular lamps in good fixtures will also work out well. However, I would not advise fluorescents if there is to be much winter use of the buildings. Sometimes

when it is cold there may be difficulty in getting these lights to start. In cold temperatures they seem to flicker and sputter quite a bit.

No matter what type of bulb is used, it is important to pick fixtures of good quality, that are designed for minimum operating and maintenance costs. All fixtures, particularly fluorescents, are not as alike as they may seem to be. Some of the things to look for are a good quality reflector that will not chip, tarnish, or discolor with cleaning. Thin paint-coated reflectors are to be avoided. Fixtures should be designed to product a maximum of evenly distributed light.

For camps, it is particularly impor-



If you need a sign for your lodge, camp trails, or cabins, campers can make one from twigs. Any old board or plank will serve as a background for the letters. Try to cut all branches and twigs from the same kind of tree so that the bark will be of the same texture and color. Twisted and curved branches will be needed as much as straight ones.

Lay the letters out as you go, and

space them so that they look even. Draw around them lightly when spaced, and tack them on with small nails. If you have trouble with splitting, use smaller nails. Try peeling the barks to make light letters on a dark background, too!

One of a series prepared by Herb Sweet, ACA past-president and director of Acorn Farm Camps.

Camping Magazine, March, 1953

tant to pick a fixture designed to eliminate dust and bug collection. For this reason, horizontal panels in the fixture are to be avoided. Fluorescent fixtures should be shielded if you, like the writer, feel that the bare tubes are rather unsightly and tend to produce a glaring light. "Egg crate" louvers on the bottom of the fixture will avoid this.

Some excellent fixtures are made for ordinary electric bulbs. One that I think is particularly good for camp use in dining halls or other structures is known as a dome-light. This fixture uses a semi-silvered bulb and has a wide reflector about three feet in diameter. It produces a pleasing, even and indirect light.

The amount of light needed will vary from one camp structure to another. In a dining room, fixtures should provide light in the amount of 5-10 footcandles. The 10 footcandle figure should be used if the dining hall is also used for recreational purposes. Footcandles required for other structures are as follows: kitchen—10; craft shop—20; library—20; office—20; infirmary—20; cabins (if lights are used)—10. The number of light fixtures needed, and the amount of light they provide are, of course, affected by the proportions of rooms and color of ceilings and walls.

Whether or not electric lights are provided in campers' quarters depends pretty much on the particular camp's philosophy. They will probably not be wanted in cabins and tents, if it is desired to carry on a program with a primitive camping background. In one case, a camp committee installed electric lights in tents, thinking they would be a great convenience and a safety. But when the old campers came back they looked at the lights and simply said, "The camp is ruined!"

In outdoor locations and in lavatories and shower buildings, weatherproof and vaporproof units should be used.

For lighting fixtures to operate at maximum efficiency, it is necessary to provide for a regular cleaning schedule. Fixtures should be dusted at the beginning of the season and at least once a month thereafter. If the camp is operated year 'round, louvers and lamps should be washed every three months in warm, soapy water containing a mild softener such as borax or trisodium phosphate.

# 3

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# Books You'll Want To Know About

*A Department Conducted by Prof. Charles Weckwerth, Director of  
Recreation and Camping, Springfield (Mass.) College*

## Summer Magic

**AUTHORS:** Kenneth and Susan Webb.  
**PUBLISHER:** Association Press, 291 Broadway, New York 7, \$2.50.  
**REVIEWER:** William H. Koch, Jr., Recreation and Youth Leadership Division, Springfield (Mass.) College.

The Webbs have written a highly readable and non-technical book about camping and what it can do for children. *Summer Magic* is a finely woven statement of camping objectives, a statement which would bear looking into by camping people and parents alike.

The Webbs write word-pictures of magic things that go on in summer camps and seen through their eyes, the smallest incidents take on profound meaning for the children they happen to. The authors are quite specific about the possibilities for excitement and interest in such camp activities as gardening, overnights, care of pets, the camp newspaper, and the nature program, and the deeper values of these activities are well illustrated. The Webbs' outlook on competitive athletics and awards and their feelings about coeducational camping, two controversial issues, are worth investigating.

A chapter on the intangibles to be considered in the selection of counselors, qualities which cannot usually be determined by aptitude tests or application forms, will be of interest to those who have a staff to choose. A chapter on how to capture the spirit of democratic fellowship through living in camp and on values of interracial camping will offer food for thought for those who are wondering just how far camping can go in this direction.

Of course, some camping people will disagree with parts of the Webbs' camping philosophy—and that is as it should be. Some may wonder whether or not camping is in practice as perfect an educational and social agent as

the authors portray; their illustrations seem always to emphasize the positive outcomes.

However, the Webbs have written their observations for sharing. The rich and flowing narrative is salted liberally with illustrations that can have come only from long experience and deep insight. *Summer Magic* is a book that speaks well for the field of camping and it is a book that all camp people might like to have on their bookshelves to read and to reflect upon.

## The Outdoor Guide

**AUTHOR:** Luis M. Henderson.  
**PUBLISHER:** Stackpole and Co., Telegraph Press Bldg., Harrisburg, Pa., \$4.50.  
**REVIEWER:** Gunnar Peterson, George Williams College.

One of the fascinating books of the year dealing with the out-of-doors, *The Outdoor Guide* by Luis Henderson is a real find for the person who wants to increase his knowledge and enjoyment of the out-of-doors.

Filled with a variety of materials from animal tracks to recipes for outdoor meals and from shoes to sweat bands, the 350-page book makes interesting reading and is amply illustrated. It is definitely written for persons going on camping and hiking trips. Hence, it is not overly loaded, as many of the outdoor guide books are, with hunting and fishing information.

## The Outdoor Schoolroom For Outdoor Living

**AUTHOR AND PUBLISHER:** William G. Vinal, Vinehall, RFD, Cohasset, Mass. \$1.00.  
**REVIEWER:** Charles F. Weckwerth, Director of Recreation and Camping, Springfield (Mass.) College.

It is a fact of experience which observes that school teachers, recreation leaders, camp directors and counselors, need an outline guide to help them discover the "personality of their own

school grounds, neighborhood areas," and campsites. With such a guide to help to explore and experience the out-of-doors, leaders of youth will experiment to their hearts content.

"Cap'n Bill" Vinal first sets a basic philosophy for the title of this pamphlet. This he documents with reasons for such an approach. Finally he concludes this initial section with a listing of some 30 concepts on Outdoor Schoolrooms and Conservation Education. After detailing why school grounds should be wildlife sanctuaries, and why they should possess an outdoor theatre, he provides some three pages of listings — each an idea for a project which may be underwritten by grades, classes or individuals.

His experienced mind and pen take us through the necessary steps of orientation procedures. Now we have a beginning to make a base map of the School Property. This could be the playground or the campsite. Next he takes us by progressive steps of order from starting at the large White Pine at the corner of Harrisville Highway and Windy-Row in Peterborough country of New England, to a return trail on the Peterborough-Hancock line. He also tests these lessons learned by naming 10 "Stations" for an all day hike Cross Country, defined as the Monadnock Quadrangle, asking pertinent questions — all the way. This pamphlet is "chock-a-block" with ideas and principles of experience.

Whenever and wherever one "sees" the contagious clusters of woods, earth, meadows, a brook or pond, rocks, flora and fauna, he will also "see" the guiding hand of leadership belonging to Cap'n Bill. Those who have been exposed to Cap'n Bill — as well as those who have just "heard" about him — will want this pamphlet. Those who desire to experiment, or just explore their own hinterlands, will want this guide. This work-book helps us really get "down to earth."

Camping Magazine, March, 1953



## The Recreation Leader

AUTHOR: E. O. Harbin.

PUBLISHER: Abingdon-Cokesbury Press,  
810 Broadway, Nashville 2, Tenn.  
1952 — 128 pp. \$1.50.

REVIEWER: Lenore C. Smith, Assoc.  
Prof. of Education & Physical Edu-  
cation, Univ. of Southern Calif.

The well-known author of the *Fun Encyclopedia* has drawn on his extensive experience in planning and directing recreational programs for young people to prepare this text for the young church recreation leader who today must be much more than a "games organizer." Harbin shows the need and techniques of developing a working philosophy of recreation and discusses the meaning of recreation and character education with particular emphasis on an enriched church recreation program. The latter chapters are devoted to specific suggestions and source materials for social recreation, outdoor activities, cultural and creative recreational activities.

Harbin closes his little book with a brief discussion of the place of church in the total community program. It is regrettable that this author of long experience did not write more fully on the many important aspects of church recreational programs which he briefly discusses.

## The Discipline of Well-adjusted Children

AUTHORS: Grace Langdon and Irving W. Stout.

PUBLISHER: The John Day Co., 210  
Madison Ave., New York 16, \$2.50.  
REVIEWER: Barbara E. Joy.

This book has nothing to do with camp administration, organization, program, activity, or skills. It is not high-brow, nor has it one word of "educationese." It is practical and objective, yet kindly and inspiring. And so down-to-earth! It has a message, and a vital one, for every camp director, every counselor, and every counselor-to-be. This message, in its way, is as simple and as basic as that found in "Summer's Children"! (Reviewed, March, 1952.)

The book is an analysis of "discipline that works," based on a co-operative survey with parents of 414 selected children. But by discipline is meant not punishment or control, but "a growth of one's self, a dynamic, active process of learning to order one's own life."

Part I covers the changing trends of  
**Camping Magazine, March, 1953**



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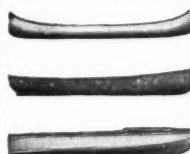
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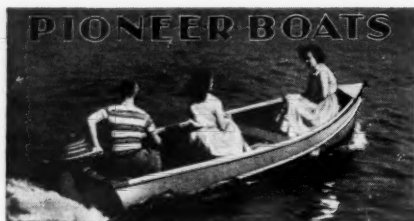
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feeling and thinking about discipline from 1890-1950 and is interesting and scholarly. Parts dealing with comments by parents on various aspects of the subject are also informative and interesting. But Part IV "Discipline in School" is a masterpiece! Substitute "counselor" for "teacher" and we have a primer for guidance of all concerned in that all-important and fundamental area of camper-counselor relationships. To this writer's knowledge, there is available nowhere a better guide for counselors in their attitudes towards and practical dealings with children. Training-course directors should require its diligent reading, as we shall of our 1953 counselors. Camp directors should study it carefully with the hope they may be able to convey to and instill in the hearts, minds and hands of their associates its message that discipline "is the whole individual process of learning to see and live the good willingly."

In our zeal for improving our techniques and methods in program, administration, etc. are we giving enough space in our thinking, studying and camping literature to the understanding of *children*, without whom there would be no camps. Let's get down more often and more diligently to study of the Great Common Denominator in every type of camp, the child-camper. Study and USE of this excellent book is a start in the right direction.

### Campcraft Skills Flip Charts

PUBLISHER: Girls Scouts of the U.S.A.,  
155 E. 44th St., New York 17,  
\$6.00 each.

REVIEWER: Sue Hammack, Camping  
Adviser, Girl Scouts of the U.S.A.

Looking for some new method of teaching campcraft skills? The Girl Scouts have developed a visual training aid called Campcraft Skills Flip Charts. These should prove a boon to anyone concerned with camp training.

These charts deal with three subjects: Fire Building, Lashing, and Primitive Camp Sanitation. They are ready now at \$6.00 each. It is expected there will be additions to the series later. Experts in outdoor activities, training, and visual aids worked together to see that these flip charts covered their subjects accurately, and that each step showed was so clear that girls, trainers, or leaders in groups or working alone could follow them easily.

A flip chart — you've probably seen them in budget presentations or in training courses you've taken — is a series of illustrations, drawings, or photographs, with explanatory captions. The illustrations and captions are printed on heavy sheets of paper which are held in a spiral binding mounted on a 12" x 15" easel back. The sheets are flipped over as the trainer or person making the presentation moves from point to point. It is the kind of training aid that can be easily transported from place to place for on-the-spot use and takes no special equipment.



These charts should arouse enthusiasm for the outdoor program and increase skill and confidence in outdoor activities. They can be used in adult training courses for camp directors and camp staff, at camping conferences and workshops, as well as for self training. Campers will have a fine time following direction and practicing campcraft skills in their camp units.

### One Pot Cookery

AUTHOR: EIDOLA BOURGAISE.

PUBLISHER: Association Press, 291  
Broadway, New York 7, \$2.50.

REVIEWER: Charles F. Weckwerth, Di-  
rector of Recreation and Camping,  
Springfield (Mass.) College.

What a cook book is to the housewife in the kitchen, *One Pot Cookery* is to the camper. Backyard and picnic cooking seems to be the goal of this book. This handy volume immediately helps the beginner to make a fire in the out-of-doors from the initial stages of selecting a fire site to the serving of desserts. A wide variety of popular one-pot meals is offered. With but a couple of descriptive words needing further explanation, such a saute and scald, practically anyone can have success in the adventure of cooking in the

**Camping Magazine, March, 1953**



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out-of-doors by merely following directions.

A number of helpful miscellaneous hints have also been included. Classification units include one-pot meals with canned meats, leftover meats, collection of hamburger, frankfurter and other fresh meat combinations (including poultry), sea foods, cheese, eggs, corn, beets and other vegetables, bread and sandwiches, salads, hot and cold drinks and deserts. These are all chapter headings for numerous receipts.

This book should be handy for folks interested in cooking out-of-doors, in the backyard, in camps, on the road.

### Animals as Friends

**AUTHORS:** Margaret Shaw and James Fisher.

**PUBLISHERS:** Didier, Publishers, 660 Madison Ave., New York 21. \$3.50.

**REVIEWER:** William Gould (Cap'n Bill) Vinal, Boston University Sargent College Camp.

Anyone who participates in bringing up pets is really a partner in one of the most significant enterprises of bringing up himself. A child interviewing the camp nurse on what to feed baby white mice or growing rabbits, for example, is getting a list of foods and vitamins that are best for all mammals, which includes humans.

Rearing camp pets like shepherd dogs or calves is also a desirable habit. Apart from providing experiences and chores not common in most homes, it calls for humane treatment; a most desirable attitude in today's world. Kindness brought on by group opinion may be so ingrained over a period of six or eight weeks that it has a carry over value.

Camps are in a preferred environment for serving this need, especially those camps which provide a program for potential learnings in animal welfare. Every camp director has had campers find a nest of deerfoot mice or bring in minnows, tadpoles, or baby squirrels. An aroused eager camper expects guidance. He should be encouraged to keep these new friends in suitable containers. The price for such pleasure is proper care and the accepted idea that they must be returned to their native haunts in a few days. A great help in this series of events is the United States edition of "Animals as Friends."

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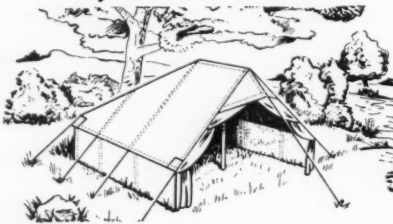
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### Books Received

Books listed in this column are those received for review but not deemed of greatest interest to the greatest number of camp directors. Space limitations, therefore, require us to list them as shown.—Ed.

MANTY THE MANTIS, Author: Captain Burr W. Leyson, Publisher: E. P. Dutton & Co., Inc., 300 Fourth Ave., New York 10, N. Y. \$2.50.

SING A SONG OF MANNERS, Author: Marion Jollison, Publisher: Hart Publishing Co., Inc., 114 E. 32nd St., New York 16, N. Y. \$2.00

STEEPLECHASING, Author: John Hislop and John Skeaping, Publisher: E. P. Dutton & Co., Inc., 300 Fourth Ave., New York 10, N. Y. \$7.50.



UNDERSTANDING THE WEATHER. AUTHOR: T. Morris Longstreth. PUBLISHER: The Macmillan Co., 60 Fifth Ave., N.Y.C., 1953, \$2.50.

THE SOURCE BOOK OF PLAY PARTY GAMES. AUTHOR: M. Katherine Price. PUBLISHER: Burgess Publishing Co., 426 South Sixth St., Minneapolis 15, 1949, \$3.50.

CARVING ANIMAL CARICATURES. AUTHOR: Elma Walther, PUBLISHER: McKnight and McKnight Pub. Co., Bloomington, Ill., \$1.50.

MORE DECISIONS FOR PERSONALITY GROWTH. AUTHOR: Douglas Monahan. PUBLISHER: Progress Press, Chicago.

CARVED BILLFOLD DESIGNS. AUTHOR: Raymond Cherry. PUBLISHER: McKnight and McKnight Pub. Co., \$1.00.

POISONOUS DWELLERS OF THE DESERT. AUTHOR: N. N. Dodge. PUBLISHER: Southwestern Monuments Assn., Gila Pueblo, Box 1562, Globe, Ariz., \$50.

FLOWERS OF THE SOUTHWEST MOUNTAINS. AUTHOR: Leslie P. Arnberger. PUBLISHER: Southwestern Monuments Assn., \$1.00.

FLOWERS OF THE SOUTHWEST MESAS. AUTHOR: Pauline M. Patraw. PUBLISHER: Southwestern Monuments Assn., \$1.00.

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# CLASSIFIED ADVERTISEMENTS

## HELP WANTED

**DOCTOR**, New York State License, to supervise Medical and Health Services in large system of camps. Ten weeks, summer 1953. Contact Robert E. Broadwell, Boy Scouts of America, 120 West 42nd St., New York 36, WI-7-4251.

**COUNSELORS**: Riding. Canoeing. Crafts. Cello. Leading private camp for girls in New Hampshire. Write Box 106, Camping Magazine, 705 Park Ave., Plainfield, N. J.

**NEW COMMUNITY CENTER SUMMER CAMP** is looking for an experienced director. This is a year-round position and the man must have experience in promotion, camp management, maintenance and programming. Annual salary—\$7,000. Write Box 995, Camping Magazine, 705 Park Ave., Plainfield, N. J.

**COUNSELORS** — Mature, experienced. Fine girls' Maine camp. Swimming, Canoeing, Tennis, Painting, Music, Land-sports. Write Box 991, Camping Magazine, 705 Park Ave., Plainfield, N. J.

**EXPERIENCED COUNSELORS** for New York State decentralized girls camp—ages 10 to 17. Group Leaders, Waterfront, Crafts, Trips, Riding, Conservation. Write Box 994, Camping Magazine, 705 Park Ave., Plainfield, N. J.

**COUNSELORS** with experience. Swimming, General Athletics, Arts & Crafts, Dramatics. For Co-ed camp upstate New York. Give complete background and references. Write Box 102, Camping Magazine, 705 Park Ave., Plainfield, N. J.

**MISSOURI OZARKS** oldest established private boys camp seeks additional staff wanting permanent summer connections. Two general counselors; Village director; Rifle instructor; Trip man, with cooking know-how; Craftsman; experienced water-front man and nature lore counselor. Pay commensurate with experience. Give complete background, References. Write B. J. Kessler, 7540 Wellington Way, St. Louis 5, Mo.

**COUNSELORS**. Athletics, campcraft, riding, canoeing, sailing, swimming, tennis and golf. Fine Vermont girls' camp. Write Box 972, Camping Magazine, 705 Park Ave., Plainfield, N. J.

## POSITION WANTED

**YOUNG COUPLE** interested summer work together as medical staff. Husband third year medical student. Wife registered nurse experienced. Like children. Prefer living quarters together. Write Box 999, Camping Magazine, 705 Park Ave., Plainfield, N. J.

**ENTERING COLLEGE**, 5 years camping experience, Aquatic School (ARC) '52, have ARC Water Safety Instructor, experienced in canoeing and boating, prefer scenic location. Write Box 106, Camping Magazine, 705 Park Ave., Plainfield, N. J.

**COUNSELORS**. Group Leaders. Freshman 6-7's; unusual facilities for learning, fun. Inters 12-13's; balanced integrated program; field-water athletic instruction; rich non-athletic curriculum. Write Box 998, Camping Magazine, 705 Park Ave., Plainfield, N. J.

**CAMP DIRECTORS** for established Girl Scout camps—one in Northern Minnesota, 10 weeks, for girls 12 through 17, capacity 60 girls—a second near Minneapolis, 10 weeks, younger girls 8 through 12, capacity 86. Opening for a year round position on Minneapolis staff. Write Mrs. F. A. Eremert, Girl Scout Office, 346 Citizens Aid Bldg., Minneapolis 4, Minn.

**COUNSELORS**. 3 specialists: exceptionally well equipped wood-metal shop, photo lab, clay-art shop. Also general. Write Box 997, Camping Magazine, 705 Park Ave., Plainfield, N. J.

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**COUNSELORS**: Male-Female. For approved non-profit co-educational summer camp serving children from the Washington, D.C. area. Salary \$200-\$300 for the season. Write Box 996, Camping Magazine, 705 Park Ave., Plainfield, N. J.

**HEAD COUNSELOR**, for long term association, with established Maine girls' camp, experienced in all phases of camping, personnel and program. **EXPERIENCED COUNSELORS** for Landsports, Arts and Crafts, Dramatics, Waterfront. Write Box 983, Camping Magazine, 705 Park Ave., Plainfield, N. J.

**COUNSELORS**. 4 ARC instructors to complete waterfront staff of 8. Head Waterfront, 2 Assistants; small craft for thorough program of water activity instruction and fun for 125 boys. Write Box 992, Camping Magazine, 705 Park Ave., Plainfield, N. J.

**PROGRAM DIRECTORS** for decentralized girls camp; 250 girls—ages 10 to 17. Experience essential. Give complete background, references. Write Box 993, Camping Magazine, 705 Park Ave., Plainfield, N. J.

## MISCELLANEOUS

**WOULD LIKE INFORMATION** concerning movies, slides, filmstrips, teaching aids and progression, reference books and materials used successfully by camp counselors in teaching sailing. Write Alma Lee Scott, Dept. of Physical Education for Women, State University of Iowa, Iowa City, Iowa.

### MISS SALLY UNDERWOOD

Please contact this Department.  
We need your address to  
forward replies.

## FOR SALE OR RENT

**SUMMER CAMP** for boys, girls, or both, on lake high in Colorado Rockies, accommodates 100, 18 rustic buildings fully equipped, 28 years successful operation. Ideal for mountain climbing, fishing, riding. Price \$30,000. Write E. S. Foster, 131 Professor St., Oberlin, Ohio.

## FOR SALE

After August, a **WELL KNOWN CAMP** with established clientele from Conn. to Texas. Founded many years on 1,000 acres in the southern Blue Ridge Mountains. Present owner with the camp since its inception. All the usual camp facilities, including private lake. Last summer over 200 "eight week" campers and over \$80,000 gross. Write Box 103, Camping Magazine, 705 Park Ave., Plainfield, N. J.

**COMPLETELY EQUIPPED CAMP** for 100 boys and girls for sale (or will consider partnership). About 130 miles from NYC. About 90 acres; pollen and poison ivy free; 18 buildings all in 1A condition. Cash required for purchase about \$30,000—balance financed. Write Box 101, Camping Magazine, 705 Park Ave., Plainfield, N. J.

**NATIONALLY KNOWN BOYS' CAMP**. Located on Pokegama Lake, near Grand Rapids, Minnesota. Access by water to several rivers and many lakes. All buildings and equipment in excellent condition and ready for 1953 season. Facilities for 75 boys and counselors. Equipment includes fine dining room and kitchen service—Rifle range and 10 target rifles—Houseboat—6 Larson Boats—2 Motors—8 Canoes—3 Johnson Sailboats. Athletic and beach equipment of all kinds. Owner's death necessitates sale. Total price, \$45,650. 1/3 cash down. For inspection appointment, write, Hedman's Resort Exchange, Grand Rapids, Minnesota.

**CAMP SITE** in central Vermont. Approximately 35 acres, about half wooded. Ample frontage on lake, water okayed for purity by State Health Department. Property now contains one large cottage built in 1947, completely electrified. Could easily be developed into camp by adding tents or cabins, waterfront facilities, and running water system. Very reasonable in price; good opportunity to enter camping with low investment. Write Box 982, Camping Magazine, 705 Park Ave., Plainfield, N. J.

**TERRIFIC BARGAIN**. \$120.00 buys box of 2400 lbs. assorted nails and spikes (5¢ per pound). F.O.B. American Tire & Steel Company, 400-500 Boulevard, New Haven, Conn.

**TIRES—TIRES—TIRES**. New, 750x20, mud and snow, 8 ply, \$29.95. All sizes, lowest prices. Free list. Mail orders promptly filled. 25% with order balance C.O.D. American Tire & Steel Company, 400-500 Boulevard, New Haven, Conn.



# The Color Line in Private Camping

BY WILLIAM ROTHENBERG

**F**REEDOM to plan a social structure for the practice of enlightened principles of democratic living is one clearly identifying liberty of the summer camp. In inspiring addresses at our periodic conventions, recognized educators have emphasized our unique opportunity to educate children for better human relationships.

Year after year the theme of Democracy in the Summer Camp has been presented and discussed by camp directors. Year after year we camp directors have told ourselves and our colleagues that we do practice democracy in our respective camps.

There is no doubt that some democratic principles are practiced in all camps. Progressive education, studies in camping and guidance, increasing understanding of tested techniques to help children grow into healthy, happy individuals have contributed to the creation of a wise permissive atmosphere in many of our private and agency camps. Camping is earning respected recognition as a distinctive experience for the cultivation of healthy growth in social relationships.

Children are learning all kinds of skills at camps. They are developing poise, faith in themselves and in others, resourcefulness, creativity. They are experiencing the joy of serving. By an awakened awareness of the rights and needs of others, they are learning by doing to help others when the need arises. They are cultivating grace, courtesy, kindness, self discipline, thoughtfulness, consideration, originality, enterprise, initiative. Under the guidance of enlightened camp directors the rich potential qualities in each individual are stirred to vital activity. How often such stimulus results in happier human relationships bearing fruit in the form of unfoldment of understanding, spiritual growth, joy and strengthening satisfaction!

Yet, there is a color line in private camping. In nearly all private camps, white children only are the beneficiaries of the tireless efforts of camp directors to give their campers the best in camping experience and education. Thus colored children, who also will be citizens and voting men and women of tomorrow, are denied the opportunity to develop their potentialities in the enriching environment of most private summer camps. Moreover, the white children — their parents too — are deprived of the opportunity for fully enriched democratic living at camp which can come into their lives by experiencing associations with children of other colored skins.

The first sentence in the second paragraph of The Declaration of Independence has surely been an inspiration to all of us. How often these words have been eloquently

quoted: "We hold these truths to be self-evident, that all men are created equal . . ." Here is an eternal truth, at the very heart of our Democracy, that must be kept alive by living it.

The only way our white children can grow up to know that good people are where you find them, regardless of race, creed or color, is to see the sweetness, the gentleness, the ability, the spontaneous affection of colored children — as well as white — in a wholesome atmosphere of daily living and doing together. Our Democracy needs to be lived to be vital. Here is our opportunity, as camp directors, truly to render an enduring service to our country. Here is a challenge to camp directors to take a courageous step forward in a field that is indeed progressive education.

Most agency camps, except those camps which are strictly sectarian, are inter-cultural and inter-racial. Apparently our colleagues who direct agency camps have the conviction that children need inter-racial associations to learn the full meaning of democratic living in a democratic atmosphere.

Either these agency camps are wrong in the practice of mingling children and staff of different colored skins, or they are right. If they are wrong, we directors of private camps should challenge the desirability of this practice. If they are right in teaching children true democracy by demonstrating "that all men are created equal" before God, then why are we so slow to emulate their good example?

Is it true, as many directors of private camps have told the writer, that you too hesitate to enroll colored children in your camp and engage colored counselors on your staff because you fear your white patrons will not permit their children to associate with colored children? Our experience for the past seven years clearly indicates that this fear is unwarranted on the part of camp directors in most sections of our country. On the contrary, we have found many thinking parents to be favorably disposed toward our camp, not in spite of its intercultural and interracial composition, but actually *because* of the opportunity their children would have to learn, by living in the same environment with them, to understand and respect other peoples.

The dilemma must first be resolved in the consciousness of each camp director. As an educator, is it his moral obligation to set up a social structure in his camp that will truly reflect the principles of democratic living? Is it possible wholly to demonstrate democracy without having some colored children among your campers and some colored counselors on your staff?

When the camp director has thought these questions through, without compromise, he becomes ready, by conviction based on principle, to go forward with his work of educating parents and campers to realize that we must live democracy to make our Democracy live.